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LIBRARY

WILLIAM A. KING

# THE ELEMENTARY SCHOOL LIBRARY

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BY

WILLIAM A. KING

PRINCIPAL OF B. F. DAY SCHOOL, SEATTLE

CO-AUTHOR, "THE TEACHING AND SUPERVISION OF READING"

CHARLES SCRIBNER'S SONS

NEW YORK CHICAGO BOSTON ATLANTA

SAN FRANCISCO DALLAS

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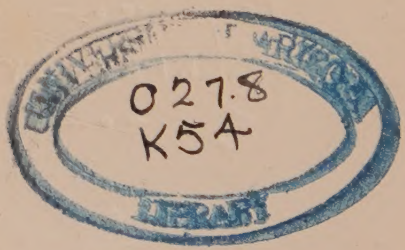
PRINTED IN THE UNITED STATES OF AMERICA



IN MEMORY
OF
MY MOTHER

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# PREFACE

There is a real need as well as an increasing demand for a practical treatment of the elementary school library. A thorough consideration of modern educational objectives and of the nature and aspects of the learning processes places a premium on that agency which provides an attractive environment, abundant reading materials, stimulating social contacts, and facilitates a wholesome interrelation of all departments of the school. The purpose of this book is to show how the elementary school library functions effectively in all these ways.

Vital problems of organization, administration, and guidance are given definite, specific treatment. The following partial list of topics suggests to some extent the range and nature of the contents of this volume:

Major objectives of the elementary school library
Library, the heart of the school
Pupil activities in the library
Location, furniture and equipment
Qualifications of the teacher-librarian
Cooperation with the public library
Elementary school programs including school library service
Training in the intelligent use of the library

Helpful, varied lists of children's books and magazines
Reading guidance
Measuring the efficiency of an elementary school library

A variety of library programs in actual operation in platoon and other schools is given. Special attention is paid to the reading-library departments of the newer non-auditorium type of platoon schools in Seattle. This type of organization provides libraries and reading-library teachers without the expense of extra classrooms or added teaching staff. This feature should be helpful to the many administrators who are interested in studying the different types of organization that have embodied library or special reading service in their schools.

This book is intended for superintendents, principals, supervisors, and school librarians who are concerned with the problems of establishing and maintaining library service in their schools, and for institutions offering courses in school library practice. Classroom teachers also will find it helpful and suggestive. The fact that the establishment of the elementary library in the majority of schools is an enterprise of the future, and that each administrator faces a different series of problems in securing library service for his school, is fully appreciated. Accordingly, the intention has been to present a variety of practical suggestions so as not only to stimulate improvement in schools in which libraries are already established, but

to encourage a beginning in those schools whose programs do not as yet provide library service for their boys and girls.

The materials of the book have been assembled from a number of sources. One of these was a conference on the elementary school library at the University of Washington during the summer of 1927. This conference was held under the joint auspices of the American Library Association, the Department of Elementary School Principals of the National Education Association, and the Extension Department of the University of Washington. It was in charge of Miss Lucille F. Fargo, General Assistant, Board of Education for Librarianship, the American Library Association, and the author.

One phase of preparation for this conference was the circulation of a questionnaire on the elementary school library. An interpretation of returns from this questionnaire is incorporated in this volume.

The writer's experience with classroom libraries, with a building library in a regular classroom and under the direction of a teacher, and finally with a reading-library department typical of the most advanced platoon type of organization in the Seattle school system, has afforded a practical background for this treatise.

Grateful acknowledgment is made to Miss Lucille F. Fargo for practical suggestions, and to Mrs. Louretta C. George, Head of the Teachers' Room, Seattle Public Library, for valuable assistance.

The author wishes also to acknowledge his indebted-

ness to Mr. Arthur S. Gist, Principal of the Training School and Director of Practice Teaching, San Francisco State Teachers' College, for discerning criticisms of the manuscript, and to Mr. Frank E. Willard, Assistant Superintendent of Schools, Seattle, Washington, who devised the type of platoon organization through which library service as well as the enriched curriculum in general is made to function effectively.

WILLIAM A. KING

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# THE ELEMENTARY SCHOOL LIBRARY

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## CHAPTER I

### INTRODUCTION

*The enriched school program.* Modern educational thought is committed to the expanded curriculum. We think of the educational process in terms of multiplied exposures, stimuli, reactions—in a word, experiences. The narrow, formal program of a generation ago has, in progressive schools, been supplanted by a broader one which is typical of twentieth century living and actuated by it. There is an incessant demand for an almost unlimited expansion of the child's environment, and this demand is not the mere dream of a visionary. Through improved methods of travel, through the increased uses of social experiences whose significance was formerly overlooked, the individual's environment is constantly extended. Then finally, the realities of vicarious experience through visual aids and reading have put wide areas of the world in motion before the child's eyes and consciousness.

The major reading objectives, adequately defined in the Twenty-fourth Yearbook of the National Society for the Study of Education—Part 1, are here reproduced as a suggestion of their effectiveness in touching

the major part of the school's activities as well as life itself:

1. Rich and varied experience through reading
2. Strong motives for, and permanent interests in, reading
3. Desirable attitudes and economical and effective habits and skills
   a. Important habits common to most reading situations
   b. Habits of intelligent interpretation
   c. Effective oral interpretation of selections to others
   d. Skillful use of books, libraries, and sources of information

The new education is characterized by freedom of action. Suggestion and wise guidance are taking the place of repression. As a result, initiative, self-direction, individual responsibility and cooperation are encouraged and utilized. Such attributes happily thrive at the expense of varying degrees of passivity and irresponsibility.

*The library and modern elementary education.* Some school library enthusiasts assert that this institution should be so situated, organized, and directed as to make it virtually the heart of the school. What is the significance of this declaration? Does the modern elementary school lack a unifying agency in its instructional make-up?

Does it need such an agency? If so, is the library

the particular unit that should function in this capacity?

We hear a great deal about the crowded curriculum. Assuming that this complaint is at least worthy of consideration, such questions as these are apropos: Is the crowding due to deficiencies in organization? To errors of administration? Or have we possibly assumed responsibility for too much subject matter, or an excess of pupil activities? For the present, these questions must remain unanswered. The points have been raised for the purpose of focusing attention upon the library as a functioning department in the elementary school. The scientific method in education which has led us to evaluate our processes and institutions should enable us to determine with considerable accuracy the need for, and functions of, the library.

The limited amount of published materials on the elementary school library led the author to circulate various questionnaires in an attempt to assemble practical data for certain items in the contents of this treatise. One set of questionnaires answered by twenty-five principals in large cities of various parts of the country requested the principals to record their opinions as to the major objectives of the elementary school library. These replies were analyzed and it was found that they were condensable into the four objectives suggested below. These proposed aims for the library should be carefully considered with reference to their relation to modern educational objectives in general. That is, do they appear to support the general objectives? Do they describe a type of service that should

aid the school in accomplishing the curriculum as now defined? Do they suggest unwarranted additions to the already expanded curriculum?

*Elementary school library objectives.*

1. To develop appreciation for and love of various kinds of good literature.
2. To develop effective habits of reading for pleasure, for information, and for study.
3. To develop skill and resourcefulness in the use of various library facilities.
4. To develop proper habits of care and respect for library materials and property.

Following is a brief interpretation of the four library objectives:

1. *To develop appreciation for and love of various kinds of good literature.* This objective is not peculiar to the institution in question. Probably it may be assumed that it appears as an objective in the curriculums of practically all progressive school systems. The realization of this most vital aim is quite another matter. It presupposes environmental conditions, the provision and accessibility of a wealth of reading materials, and expert guidance in the use of children's literature. The well-appointed elementary school library affords attractive environment, accessibility of books, magazines, etc., and presumably, skilled and sustained leadership in the development of permanent interests and adequate tastes in reading. Hence, this institution's strategic position with respect to the achieve-

ment of a major reading objective. Viewing the question from another angle, in the face of the unprecedented deluge of worthless and harmful magazines and books which so easily reach the hands of our youth, is it not imperative that we provide in the elementary school the conditions and circumstances in which the right reading habits, attitudes, and appreciations will be developed?

The advisability of exposing the child to various kinds of good literature should be stressed. A definition of literature offered by Dr. Morrison[1] in a recent book explains that it is "any good reading which tends to contribute a sense of sound values in the child's developing outlook on life." This broad point of view should be observed in plans that are adopted for the pupil's realization of this most important objective.

2. *To develop effective habits of reading for pleasure, for information, and for study.* The library shares with other departments of the school responsibility for the achievement of this aim. However, its adequate functioning is an ever-present aid to these departments in their respective performances in these fields. Through its environment, pleasing physical appointments, and liberal stock of reading materials, the library induces the habit of reading for pleasure. Reading for information and for study presupposes the accessibility of suitable, varied materials, as well as skilled leadership in the various reading technics. This institution, with its range of accessible materials,

[1] Morrison, Henry C. *The Practice of Teaching in Secondary Schools.* The University of Chicago Press, 1926.

its atmosphere of welcome, administered by an expert in reading guidance, affords an enviable vantage point for the achievement of this objective.

3. *To develop skill and resourcefulness in the use of various library facilities.* Here is a field of service which has been almost universally neglected. Even the numerous examples of high school and university students who lack effective habits of using library facilities have not yet led to adequate provision for their instruction in these required skills. In time, the critical eye of scientific investigation will be levelled upon the institution which is responsible for initiating these various skills. The elements of this work should be presented in the earliest years of school life, and a series of well-graded lessons should follow in an unbroken succession.

4. *To develop proper habits of care and respect for library materials and property.* Most of the contents of the library are to be used and shared by many individuals. Certain books, magazines, pieces of equipment, and furniture are subjected to excessive wear. The case of one large state university is cited to show that older students might profit by training in the care of certain materials. The problem became so grave that the following regulation had to be issued:

"By vote of the faculty it was decided that classes must not be referred to articles in bound periodicals for required reading."

The reasons behind the decision were:

1. "That when all or a considerable number of a large class has read a given article for class purposes

the volume is badly worn at that place, the sewing is likely to be broken, and the pages badly worn and frequently torn."

2. "Almost invariably some one in reading the article checkmarks certain passages and underscores important sentences. Frequently the marking is done in ink."

3. "Not infrequently the pages are actually cut out of the volume, thus not only losing the particular article but seriously damaging the volume, and also the whole set to which it belongs.

4. "It is quite as much our duty to secure and preserve this valuable material for future generations of students as to secure it for our present use."

NOTE: Helpful suggestions followed.

This institution reminded the students of the abuse of periodicals as follows:

"This periodical is mutilated at page .....

"This mutilation seriously injures the volume and greatly depreciates both the value and the service of the entire set, of which this is a part, by rendering it incomplete.

"We shall probably never be able to complete the set, being unable to replace the missing part.

"The thoughtless person who removed that part does not now know where it is and all future generations of students will be robbed of its value. The University is the poorer and less efficient.

"Will you help prevent such occurrences?

"Mutilation noted ....."

The need for vital lessons in economy and coopera-

tion while the individual is still impressionable is quite evident, and the library is particularly well appointed and adapted to utilize them.

*The heart of the school.* The accompanying diagram has been devised as a means of focusing attention upon the library as a factor in centralizing and coordinating certain major activities of the elementary school. Four chief objectives of general education have been suggested as a check upon the proposed functioning of the library. These objectives, as stated by Dr. Bonser[1] are:

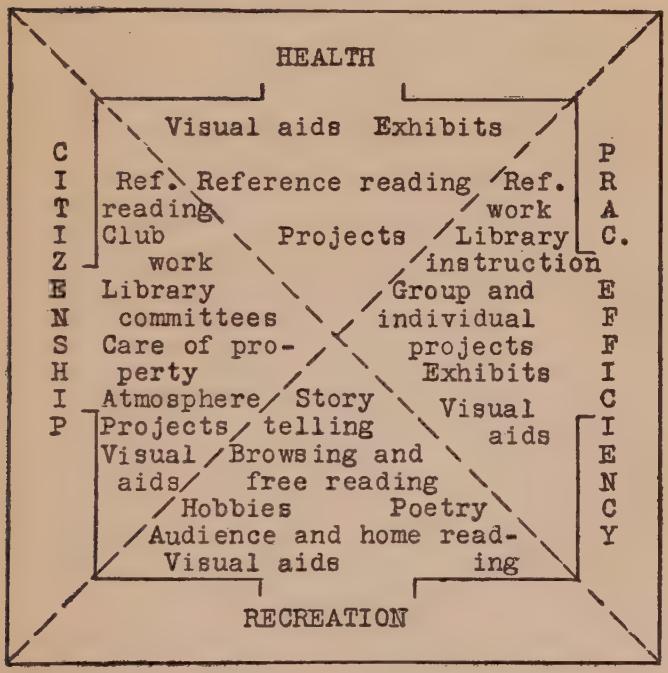
Health—maintaining life and keeping well.
Practical Efficiency—using the tools and conventions of civilized life and the technic of a vocation.
Citizenship—cooperating in the regulative processes of social control and civic and social enterprises.
Recreation—using leisure time for enjoyment and enrichment of the higher life.

As represented by the graphic chart opposite, the potential effectiveness of the library in contributing to many significant phases of the educational process seems manifest. Ultimately, of course, this proposed program must be judged in terms of the actual service rendered by the institution in question. The diagram is almost self-explanatory; however, a descriptive word may be added: The items or suggested activities included in any one of the four triangles of the diagram indicate the proposed contributions of the library in

[1] Bonser, F. G. *The Elementary School Curriculum.* New York, The Macmillan Co., 1922.

achieving the particular aim of education that is shown in the diagram to be in communication with that quarter of the figure. Obviously, there are some duplica-

LIBRARY—HEART OF THE SCHOOL




tions, as in the case of reference reading, projects, and exhibits. Furthermore it should be understood that the suggested range and variety of activities is only partially complete. Those who are in charge of elementary school libraries might find it worth while to com-

pare the working program of their departments with this proposed one.

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## CHAPTER II

### THE LIBRARY AT WORK

*Extensive use of the library.* The purpose in this chapter is to give a detailed account of the performance of the library mainly in terms of pupil activities. A study of its contents will show how extensively it can be made to articulate with the major activities of the classrooms in the school. Through the courtesy of a number of elementary school principals, school librarians, and supervisors, in different parts of the country, accounts of activities in various types of library organizations have been made available.

The table of proposed library activities given on page 12 has been compiled to show the nature and range of activities that appear to be common to most of the elementary school libraries now in operation. It suggests the extensive use that is being made of the library in an increasing number of modern schools, which is one of the most commendable tendencies in its development.

Grades seven and eight are included because they are still frequently found in the elementary school.

The order of treatment in different types of schools corresponds to that used in describing the administrative programs in Chapter V.

*Eight-unit platoon, Seattle* (See Table 5, Chapter V). This program provides a daily reading period of 55 minutes for each class in the platoon. It shows how a varied library-reading program may be established

TABLE OF ELEMENTARY SCHOOL LIBRARY ACTIVITIES

| Activities | Grades to Which the Activities Belong | | | | | |
|---|---|---|---|---|---|---|
| | primary | four | five | six | seven | eight |
| 1. Looking at picture books..... | x | | | | | |
| 2. Reading easy books..... | x | | | | | |
| 3. Story telling ..... | x | x | x | x | x | x |
| 4. Enjoyment of poetry..... | x | x | x | x | x | x |
| 5. Audience reading ..... | x | x | x | x | x | x |
| 6. Recreational reading ..... | x | x | x | x | x | x |
| 7. Reference reading for science, history, geography, etc..... Individuals, groups, classes.... | | x | x | x | x | x |
| 8. Development of projects: reading, conference, etc..... | | x | x | x | x | x |
| 9. Preparation of programs for presentation in auditorium: plays, discussions, etc..... | | x | x | x | x | x |
| 10. Studying bulletin boards..... | x | x | x | x | x | x |
| 11. Examining museum exhibits... | x | x | x | x | x | x |
| 12. Looking at stereographs..... | x | x | x | x | x | x |
| 13. Assisting librarian with routine work ..... | | | x | x | x | x |
| 14. Library instruction ..... (See chapter VI) | x | x | x | x | x | x |
| 15. Miscellaneous duties: housekeeping, receiving visitors, exchange of books for home reading ..... | x | x | x | x | x | x |

in a comparatively small school. The reading activities described below are representative of a week's work of a single class. The weekly program shown on the opposite page represents the initial plan of one teacher in developing her program in a newly organized platoon school.

| *Monday* | *Tuesday* | *Wednesday* | *Thursday* | *Friday* |
|---|---|---|---|---|
| *Free reading of library books, and magazines.*<br>NOTE: Individuals and groups may spend some time as follows:<br>1. Making book reports.<br>2. Making posters.<br>3. Practicing plays.<br>4. Presenting plays.<br>5. Recording reading on charts.<br>6. Giving word plays.<br>Teacher-librarian moves about the room giving individual attention. | *Group Work*<br>Group I (Superior)<br>Free Reading.<br><br>Group II (Average)<br>Reading from small sets of books for information and appreciation.<br><br>Group III (Remedial)<br>Reading for speed, comprehension, or to expand vocabulary.<br><br>NOTE: Teacher divides her time between Groups II and III. | *Audience Reading*<br>If children furnish the material, the assignment is made about two weeks ahead.<br>Emphasis on careful selection, reader's knowledge and appreciation of his material, and stimulating thought on the part of the audience.<br>Frequently part of period devoted to enjoyment of poetry. | *Work Type reading and Socialized review.*<br>Whole class has lesson in outlining, vocabulary building, parts of book, etc.<br>For socialized review, the chairman of Group I is in charge.<br>1. Discussion of books.<br>2. Selections read, poems recited, etc. | *Group Work*<br>Similar to work on Tuesday. |

The discussion which follows suggests the present definite policy of having the reading-library department function as fully as possible in the life of the school. It applies also to the twelve-unit type of platoon schools.

1. Daily periods of 55 minutes afford ample opportunity for training lessons or exercises for the purpose of developing a wide variety of reading technics.

   For example, the following work reading technics are to be taught to the point of mastery in the grades indicated:

   a. Development of Study Processes by Grades:

      Grade Four—

      (1) Reading to answer questions.
      (2) Following simple directions.
      (3) Selecting main points.
      (4) Reading to solve simple problems.
      (5) Summarizing.

      Grade Five—

      (1) Additional power in each of the abilities listed for grade four with materials at fifth grade level.
      (2) Selecting main points and supporting details.
      (3) Outlining of main topics in brief selections.
      (4) Collecting supplementary material and comparing this with original material.

Grade Six—

(1) Increase in power in each of the abilities listed for grades four and five.
(2) Outlining of main and subordinate topics.
(3) Skimming.
(4) Reading to draw inferences.

b. A Suggestion for a Suitable Procedure in Developing the Study Processes:

(1) Pre-tests to determine needs of the class and of individuals.
(2) Analysis of study process into its minor phases. For instance, the first study process under Grade Four—"Reading to Answer Questions" calls for the following:
  (a) Reading of the question.
  (b) Interpretation of the question.
  (c) Rejecting and selecting data in terms of the question.
  (d) Final selection of the pertinent material, and when necessary, the organization of the material.
(3) Developing these phases according to the needs of the groups as shown by the pre-tests.
(4) Testing to ascertain degree of mastery.
(5) Re-teaching and re-testing to the point of mastery.

Proficiency in these technics results in greater efficiency in the use of the varied content materials to which the pupil is exposed.

2. The individual in charge is usually one who has been chosen because of her ability to teach reading and her interest in the subject.
3. This plan makes possible intelligent individual and group adjustments in reading activities so that formal work is given only as it is found necessary and reading experiences typical of a library are emphasized and encouraged to the fullest possible extent.
4. The development of an adquate reading program demands an abundance of varied materials for reading. These reading-library rooms are supplied, as rapidly as possible, with a rich assortment of books and magazines. In addition to the circulating library whose books are checked out and in before regular sessions there are the numerous sets of interesting books used with the various small groups into which the different classes are divided not only on the basis of ability but interest as well. It should be understood that some classes are divided into a greater number of groups than the one represented in the above table. Accordingly, the number of books in the selected sets varies all the way from four or five to ten or twelve. Individual and group reading based on interest is consistently encouraged. This involves the

organization of reading around large topics as well as the classification of materials and the preparation of useful bibliographies. A valuable result here is the development of the habit of independent reading.

5. The environment of the library-reading rooms receives thoughtful consideration. As rapidly as possible they are furnished with tables and chairs, low shelving for books, magazine racks, bulletin boards and other appointments suited to their needs.
6. Wide reading in various activities of the school is emphasized. Classroom projects in history, geography, science, and language stimulate further reading and study in the library. Where the capacity of the library permits, individuals or small groups may come from classrooms at any time for reference or free reading.
7. The reading course of study is intended to function through an activity program. A tentative plan of the revised course for grades four, five, and six offers the following lists of suggestive activities:
   a. Recreational Reading Activities—
      (1) The room as a whole engaged in free reading. (This is the teacher's opportunity to ascertain the children's interests, to give sympathetic guidance, to check on work done, or to give needed individual help on any phase of reading.)

(2) Groups reading silently as other groups are engaging in activities according to their needs.
(3) Library Club.
(4) Informal book discussions.
(5) Dramatizations, puppet plays.
(6) Intensive reading on one subject:
To become an authority.
To satisfy any individual interest.
(7) Records of library reading: attractive posters, charts.
(8) Bulletin boards and scrapbooks.
(9) Programs for special days.
(10) Reading and enjoying together choice selections of prose or poetry.
Teacher's Memorandum of Activities not listed above:
(NOTE: Several spaces provided here, also following the lists under "b" and "c" below.)

b. Work Reading Activities—
(1) Classification of reading material on topics of interest as:

| *Science* | *Books* | *Pages* |
|---|---|---|
| Toads | ..... | ..... |
| Birds | ..... | ..... |
| *Travel* | | |
| Canoe | ..... | ..... |
| Automobile | ..... | ..... |
| Steamships | ..... | ..... |
| Desert | ..... | ..... |

(Pupils may be interested in classifying materials on topics of interest, but this work should not be done without a purpose or so exhaustively that it becomes drudgery.)

(2) Making cross associations, as illustrated below:

History and science—Study of the causes of the decline in Feudalism would offer a splendid opportunity to bring in reading references on what science has done to change the method of living and indirectly the form of government.

(3) Reading to prepare informational reports related to other subjects.

(4) Reading to prepare talks for assemblies.

(5) Reading to prepare for different forms of entertainment.

(6) Reading directions for making a desired article or for playing a game.

(7) Bulletin boards and scrapbooks of informational material.

(8) Making vocabulary books or individual dictionaries.

(9) Illustrating material read by means of drawings, posters or booklets.

(10) Making of individual graphs of pictorial records to show progress.

(11) Evaluation of new books by individual members of the "Readers' Committee."

Teacher's Memorandum of Activities not listed above:

c. Audience Reading—

(1) Pupil reads to the class an interesting selection from a library book or pleasure reader.

(2) Pupils in one group prepare a selection and read to another group.

(3) Groups prepare to read upon topics of interest as:

(a) Dogs.

(b) Travel.

(4) Reading of material to supplement work in other subjects.

(5) Incidental reading to clarify meanings, settle a disputed point, or for additional information.

(6) Pupils read from magazines or current newspapers.

(7) Dramatization in which pupils read their parts.

(8) Reading for assembly.

(9) Broadcasting.

(10) Each member of the group brings in his favorite poem to read. Teacher may also bring in one of her favorite poems.

(11) Oral reading contests.

Teacher's Memorandum of Activities not listed above:

NOTE: Although the lists of activities outlined above suggest some distinction between recreatory and work reading experiences, this separation should not be over-emphasized.

*Twelve-unit platoon* (See Table 6, Chapter V). Here we have two special reading rooms, each accommodating six classes every day. The program given below represents the principal phases of the work done in one upper-division unit. It was made available through the courtesy of Miss Florence Keniston, teacher-librarian in the Whittier elementary school, Seattle, Washington:

Seven girls make up the library staff. They have been elected, usually two or three each year, to fill the places of girls who have gone on to high school. Girls in the sixth grade who wish to become librarians write letters of application to the existing board. These letters are read at a board meeting, qualifications considered and teachers interviewed as to scholarship and general attitude of the applicants. Elections are then made by girls and the applicants notified.

The head-librarian is selected from the 8A class. The six subordinates rotate their duties according to a schedule laid out by their leader. The duties of the head are those of an executive nature, being divided into four classes, namely: checking in and checking out of books, the care and circulation of magazines,

the levying of fines, and the placing of books on their proper shelves. The head librarian makes out the daily circulation slips which she mails monthly to the Central Library.

Lending cards are issued to each child in the school and we find this system to be of great benefit in many ways. For instance, one may readily account for the number of books read which may be checked with those reported to the teacher-librarian as read. It points out for us the lad who started a book but for various reasons failed to complete the reading.

This school subscribes for the following magazines:

1. *Youth's Companion*
2. *St. Nicholas*
3. *Popular Mechanics*
4. *Popular Science*
5. *Scientific American*
6. *Radio News*
7. *Nature Magazine*
8. *Child Life*
9. *My Magazine*
10. *Boys' Life*
11. *American Boy*
12. *Open Road for Boys*
13. *Everygirl's*
14. *American Girl*
15. *Literary Digest*
16. *National Geographic*
17. *Every Land*

NOTE: See publishers and prices on pages 169-171.

As an initial lesson magazines are studied according to mechanical construction, type of illustrations, stories and articles contained in each. Magazines may be checked out by children and taken home. Current issues are released only for overnight use.

The Whittier library has been fortunate in receiving about one thousand books from the Central Library. This is especially appreciated because of our remoteness from the nearest branch.

We find that the ratio of non-fiction reading to fiction is about one to four. It must be said, however,

that the more realistic child reads non-fiction almost entirely while the adventure-loving lad seeks to satisfy his adventurous desire by reading fiction exclusively. This is truly a problem for the teacher, but one which we are meeting gradually via "book salesmen." These salesmen are becoming quite expert in the art of displaying their favorites in such attractive ways that they influence others to read them.

Friday is always a free reading day for all classes. One at a time pupils report the name or names of books and articles read during the week. Non-fiction books are indicated on pupil's individual card in red ink and fiction in black. This recording card is 4″ x 6″. It is ruled lengthwise with a heavy red line at the top. Above this line, the reader's name is written. The cards are filed alphabetically in a suitable case. As the teacher-librarian makes the record on the card she briefly questions and discusses the book with the pupil and at this time suggests books of a different nature to the child who may need such guidance.

A silent reading project is carried on in the 8A class. At the beginning of the semester the mechanical make-up of the book is studied and the uses of various parts such as frontispiece, copyright page, table of contents, lists of illustrations, index and bibliography are discussed and studied. The next step is an appeal to the child's own interest and he may choose for himself the subject in which he particularly desires to delve. A third step toward such a project is a trip to the branch library where the librarians give the class training in the use of the periodical guide and how to

locate references in addition to their knowledge already acquired concerning use of card index and location of books on the shelves. After one such lesson, fifty books were checked for children who returned later to borrow books dealing with their topics. This keen interest was entirely sustained until the completion of their problems. The bibliographical lists ranged in number from six to fourteen readings per pupil. Six weeks is usually the time permitted. Materials such as theme and construction paper were furnished by the school but the work was carried on at home. This aroused an enthusiastic interest on the part of the parents, as was evinced by the number who came to school to view the display.

A coordination of various lines of school work will be recognized as seen in the partial list of activities below cited:

1. Evolution of writing.—Represented by appropriately costumed figures of the different periods in the development of writing.
2. History of golf.—Famous local, national and international champions pictured.
3. Interior decorating.—Developed by two girls which made a truly artistic piece of work.
4. Study of silk.—Including various kinds and the more modern artificial silk.
5. History of baseball.—Including a diamond made on a board with players carved and painted, two colors used to identify the teams.
6. History of the automobile.—Including pictures

of cars from crude types to the most modern models.

7. Studies of famous operas.—In this problem, the pupil wrote the story of Aida briefly and created a stage setting for one scene.

These are but samples of topics chosen by pupils to show the diversified nature of the selections made and how an actual interest has been awakened in the child in one or more of his school studies. Furthermore, he has been able through his library reading actually to make a study of this interest and to produce a finished product.

Then there is the more formal side of the reading-library work. At least two tests are given during a quarter for the purpose of grouping. A schedule is posted on the bulletin board of required work to be prepared for the semester. This consists of one oral book review, one written review, one magazine article, and one audience reading per month. The manner of giving the reviews must necessarily depend upon the nature of the book.

The teacher finds time during the work periods of faster groups to do much remedial work with members of slower groups.

Informal tests are given from time to time and papers are graded by chosen committees.

Several dramatizations have been prepared by the pupils. These have been adapted from the reading of their favorite books. Among the best of those written and played for other rooms or for the P. T. A. have

been Rebecca of Sunnybrook Farm, Ichabod Crane, Little Women, and Rip Van Winkle. Often on days when oral book reviews are due, children who have read and enjoyed a book in common will dramatize a portion for the remainder of the class to guess the characters they represent and in what book they appear.

While much of the reading-library work is of an informal nature, the objectives of reading are kept in mind and accomplished as shown by the results of reading tests given at suitable intervals.

The following detailed accounts of library activities have been assembled from the answers to an inquiry circulated by the author in May, 1927. The returns covered the library activities for a period of five consecutive days.

*Eighteen-unit platoon.*[1] (See Table 7, Ashland School, Kansas City, Mo., Chapter V.) Here the classes have daily access to the library, the periods being thirty minutes in length.

1. *Activities for two days in which reference work and free reading are featured.* (See tables on pages 27-28.)

NOTE: At end of each period of reference work a check-up of difficulties is given by the teacher-librarian. The length of this period is determined by ability of class and by the assignment. All 4th grade classes are closely supervised. Individual help is given during these study periods.

[1] Courtesy Ida L. Barley.

| Period | Length in Min. | Class or Group | Activities—1st day: | Activities—2nd day: |
|---|---|---|---|---|
| 1 | 30 | 7A<br>37 pupils | Time spent in reference work for history class. | 1. Banking<br>2. New Magazines introduced<br>3. Free reading<br>{American Boy, American Girl, Child Life, Youth's Companion, Natn'l Geog.} |
| 2 | 30 | 5A<br>41 pupils | Reference work for geography. | 1. Magazines introduced.<br>2. Free Reading. |
| 3 | 25 | 6A<br>36 pupils | Reference work for geography. | Game: Authors and Titles: Authors' names are printed on cards—pupils give names of books written by each author. Girls play against boys in each section. 43 overnight books taken. One pupil from Gym class (Free reading). |
| 4 | 30 | 6A<br>41 pupils | Reference work for geography.<br>One pupil (excused from Gym)—Free reading. | Same game—played by class during previous half hour. |
| 5 | 30 | 6B<br>41 pupils | Reference work for geography—in charge of a relief teacher. (Librarian's vacant period.) | Vacant period for librarian. Relief teacher in charge. Class read stories connected with geography work. One pupil from other department. |
| 6 | 30 | 5A<br>42 pupils | Reference work for geography. | Books introduced to class by librarian. 1. (Baker—Thunder Boy and Schwartz—Wilderness Babies.) 2. Free reading. |

| Period | Length in Min. | Class or Group | Activities—1st day: | Activities—2nd day: |
|---|---|---|---|---|
| 7 | 30 | 7B<br>43 pupils | Reference work for history. A teacher used library at this period —(Nature Study). Individual help on special reports to be made in science room. | Magazines introduced to class. 2. Free Reading. 3. Individual reference work. (Two pupils from other departments.) |
| 8 | 30 | 5B<br>35 pupils | Vacant period for librarian. Library vacant except for one pupil from Gym class. Librarian in room at this time. | Vacant period for librarian. Room in charge of science teacher. Free Reading. |
| 9 | 25 | 4B-4A<br>40 pupils | Reference work for geography. This work closely supervised. One 7th grade boy—excused from Gym, spent time on history reading. | Story for appreciation. |
| 10 | 30 | 7A<br>38 pupils<br>7B | History reference work. (One pupil from Gym class Free reading.) | 1. New Magazines introduced.<br>2. Free reading.<br>3. Individual Reference work. |
| 11 | 30 | 4B<br>41 pupils | Geography reference work. Teacher-librarian works with this class during an entire period of this kind. 5 pupils from other departments—(individual work). | Story for appreciation. |
| 12 | 20<br>—<br>30 | 4A<br>42 pupils | Geography reference work. 2 pupils from other departments. (1st day period short on account of track meet.) | Assembly. |

2. *Activities of single classes for periods of 5 days:*

a. 6A Class:

First day: Reference work for geography.

Second day: Game—authors and titles. (Authors' names are printed on cards; pupils give names of books written by each author.) (Girls vs. boys.)

Third day: Reference work for geography.

Fourth day: Reference work for geography.

Fifth day: Nature Magazine introduced. Free reading.

b. 4B Class:

First day: Geography reference work. Teacher-librarian works with this class during an entire period of this kind.

Second day: Story for appreciation.

Third day: Supervised study period, geography.

Fourth day: Supervised geography.

Fifth day: Free Reading.

3. *Summary of activities.* Reference work, especially for history and geography, appears to predominate during three of the five days accounted for. Free reading, also stories for appreciation and some attention to new magazines are featured during the remaining two days. Dictionary drill for one class, a lesson in note-taking "asked for by home-room teacher," and individual reference work are noted among the activities of these two days.

*Library program, twenty-two group unit.*[1] (See Table

[1] Courtesy H. G. Masters, Allen School, Pittsburgh.

11, Chapter IV.) This library is scheduled so that the primary grades come once each week and the other grades, four to eight, twice a week. Although the children come in groups and the work is planned accordingly, the organization of the library is similar to that of the larger public libraries and an attempt is made to assign work to it which naturally falls within that field.

A close relationship is maintained between the library and the separate department of literature. For instance, the teacher of literature keeps informed as to the books that have been withdrawn from the library and makes these the basis of the required book reports.

Primary grade activities consist of exchange of books, library reading, and story telling. For the upper grades, in addition to the weekly provision for the exchange of books, there is a definitely planned round of activities comprising four phases:

1. A period of library instruction. This work is directed toward teaching the use of the library.
2. Directed study with reference to project work. Topics are assigned and the required reference materials are made available. In the first place, the pupil reads specific references in preparation for a report in the classroom. In addition, he reads certain general references for the sake of informational background and by way of supplementing the classroom study. Reference assignments are based largely upon projects in geography, but history, science, nature study,

—in fact, all of the departments find the library a valuable source of information and assistance.

3. A free or "browsing" period. Now the pupil is free to exercise his own choice in examining and reading any materials in the library.
4. Story telling or discussion of new books.

The overnight use of books is duly encouraged, as shown by the fact that forty or more overnight cards are occasionally filed.

This library is open to the children before school. During this period large numbers come for individual reference reading and for consultation with the library teacher.

*Branch libraries in elementary schools* (See Table 13, Chapter V). Accounts [1] of a typical day's activities in a few of these Cleveland branch libraries will be given. Then we shall indicate briefly the principal features of the library program in eight of the elementary schools. It should be understood that there is one period each week during which classes are assigned to the library for such activities as library instruction, story telling, book reports, and the exchange of books. In addition, they are at liberty to come to the library before or after school and at the noon period. These libraries are organized and directed primarily in the interests of school children, although adults in the

[1] Courtesy of Annie S. Cutter, Director of Schools Department, Cleveland Public Library.

neighborhood have access to them. With the exception of one school, very few adults frequent the libraries, books for parents being withdrawn by the children. In a very real sense these are community libraries, since pupils from neighboring schools may use all of the branches.

*1. George Washington School. (Open three days a week.)*

| Period | Length in Min. | Class or Groups | Activities: class, group, individual. Clerical assistance, etc. |
|---|---|---|---|
| 1 | 8:30–10:00 | No class assigned | Reference: Teachers send in for books on geography, history, etc. Individual children come for special problems.<br>Routine work: Over-dues, slipping, circulation, desk work, etc. |
| 2 | 10:00–10:30 | 2B–1A | Children look at picture books.<br>Circulation of books to 2B. |
| 3 | 10:30–11:30 | No class assigned | Reference.<br>Routine work: Continue with above. |
| 4 | 11:30–12:00 | 3B–A | Children look at picture books.<br>Circulation of books. |
| 5 | 12:00–2:00 | No class assigned | Lunch hour 12:00–12:30.<br>Parochial school children borrow books.<br>Routine work. |
| 6 | 2:00–2:30 | 3A<br>4B–A<br>Opportunity Room | Picture books.<br>Circulation of books. |
| 7 | 2:30–3:00 | 4B–A | Circulation of books.<br>Reference. |
| 8 | 3:00–3:30 | 5A<br>6B | Circulation of books.<br>Routine work. |
| 9 | 3:30–4:45 | No class assigned | Parochial school children borrow books.<br>Routine work. |

*2. Gilbert School. (Open five days a week.)*

| Period | Length in Min. | Class or Groups | Activities: class, group, individual. Clerical assistance, etc. |
|---|---|---|---|
| 1 & 2 | | | Pre-school period — reference and floor work with children.<br>Periods 1–2, and 3—routine work necessary to keep room in order, such as displays for the week, etc. |
| 3 | | | Preparation of reports for mail delivery. |
| 4 | 30 | 5B | Permitted to get books for the first twenty minutes of the period, during the last ten minutes, book reports in the form of a spell down. (Low I.Q. Group.) |
| 5 | 30 | 4B | Book reports in the form of a Club Meeting. |
| 6 | Noon recess | | Noon recess—Reference and book selection—Library closed from 12 to 12:30 for lunch. |
| 7 | 30 | 2B | Choose books the first portion of the period. Last ten minutes story told by librarian. "Yellow Flowers"—Mother's Day. |
| 8 | 30 | Visit to Room | Visit to Classroom:<br>Stories told:<br>Yellow Flowers—in honor of Mother's Day.<br>Fisherman and his wife—by request.<br>Poem: Tim Willow from Pillicock Hill. |
| 9 | 30 | Visit to Room | Visit to Classroom:<br>Stories told:<br>Yellow Flowers—in honor of Mother's Day.<br>Fisherman and his wife—by request.<br>Poem: Tim Willow from Pillicock Hill. |
| 10 | 30 | 4A | Regular period to choose books.<br>Last ten minutes devoted to the reading of "Gabriel and the Hour Book" in connection with Library Instruction. (Extra period.) |
| 11 & 12 | After school periods | | Floor work and reference work. |

NOTE: "Free periods in the morning are practically devoted to reference work for the teachers. Boxes of slides, for example, are sent each Monday morning by the Auditorium teacher, for us to look up suitable material for them. This usually takes quite a bit of time in order to find the appropriate sentence for the children who will come in later to study them.

"Visits to the first grades are made each alternate week; the intervening week they come to the library to look at picture books. Thus they gradually learn to handle them carefully and sometime during the latter part of the school year they are permitted to take out library cards.

"Class 9, which comes to us during the 10th period, has two library periods a week. During the extra period they have a library club, which meets once in two weeks; the intervening week they are given library instruction.

"All classes are given aid in finding any reference work which will help them with their school work, and many suggestions are given as to personal reading.

"During the after school period, most of our patrons are Junior High students, who come to the library for reference as well as recreational reading.

"This particular school branch is also a public branch, thus we have some adult patronage during the day."

*3. Mt. Auburn Elementary Training School.*

| Period | Length in Min. | Class or Groups | Activities: class, group, individual. Clerical assistance, etc. |
|---|---|---|---|
| 1 | 8:30–9:30 | 5th & 6th | Return of overnight books.<br>Reference work. Consulting with teachers. Collecting work for group reference work. |
| 2 | 9:30<br>9:40 | | Routine work.<br>Preparation of play "A Party in Wonderland" for 4th grades. |
| 3 | 9:40–10:20 | | Play discussed with teachers—plans completed. |
| 4 | 10:20–11:00 | | Recess.<br>Play revised....Typed. |
| 5 | 11:00–11:40 | 1A | New poems given by pupils. Reading from easy books. Story told by student-teacher. |
| 6 | 11:40–12:00 | | Message from Schools Department, Main Library. |
| 7 | 12:00–12:30 | | Lunch....Library closed. |
| 8 | 12:30–1:30 | 5th & 6th | Recreational reading. Reference—individuals and groups with leader. Conference with teacher as to work plan. |
| 9 | 1:30–2:10 | 6A<br><br>3B | Story told by librarian—"How Robin Hood became an outlaw."<br>Mention of new books added to collection.<br>Group of five for recreational reading. |
| 10 | 2:10–2:50 | 6B<br><br>2A | Report by part of class on Contract for study of the catalogue and its connection with the books on the shelves.<br>Group of five for recreational reading. |
| 11 | 2:50–3:30 | | Recreational reading group....Room 204.<br>Reference group....Room 305 (5 Pupils).<br>Group working on Library Instruction Contract. |
| 12 | 3:30–4.30 | 5th & 6th | Recreational reading. Selection of home reading.<br>Reference—Teachers and Student-teachers.<br>Students for help on Contract. |

*Principal features of the library programs.*

Detailed reports of activities for from two to five consecutive library days in eight of the elementary schools have been compiled below. The activities are listed in the order of frequency of mention by the librarians who submitted the reports.

*Activities.* (Child's part prominent.)

1. Book selection including exchange.
2. Reference work (class).
3. Reference work (individual).
4. Reference work (special groups).
5. Reading, under such terms as free reading, recreational reading, reading clubs.
6. Book reports.
7. Picture books examined (primary grades).
8. Books returned by pupils of neighboring schools.
9. Reports or preparation of reports by groups on library instruction contracts.
10. Study of poetry.
11. Easy books (primary grades).

*Activities.* (Librarian's part prominent.)

1. Routine duties.
2. Story telling.
3. Assisting teachers, under such terms as; conference with teacher as to work plan, work with teacher in selection of material for unit work, reference work preparation, work on nature unit with student-teacher.
4. Library instruction.

5. New books discussed.
6. General public admitted.
7. Book talks.
8. Helping pupils with library contracts.
9. Work on book order.
10. Preparation of plays.
11. Picture appreciation talks.

In the activities just enumerated, one easily visualizes the performance of a real library. The abundance of reference work by special groups and individuals suggests the freedom of access to the library and the availability of a wealth of materials. The frequent mention of recreational reading indicates the emphasis that is placed upon the development of independent readers. The extensive use of the libraries by teachers, book talks, story telling and graded library instruction all indicate the presence of the trained librarian, who is familiar with genuine library procedure. Small wonder that routine duties occupy a considerable amount of the librarian's time!

*Classroom assignments for library reading.* (Courtesy of W. T. Longshore, Greenwood School, Kansas City.) In the platoon schools of Kansas City, Missouri, extensive use is made of a LIBRARY ASSIGNMENT blank. The classroom teacher fills this blank with an assignment for required reading in the social studies and sends it to the librarian for her guidance in assembling the reference materials that will be needed by the class. A copy of this blank is given on the following page.

LIBRARY ASSIGNMENT

1. Assignment made by..... Date.....
2. Subject..... Grade..... Section.....
3. For use in class: Day..... Date..... Period.....
4. Assignment.
   (a) Major problem or topic.
   (b) Secondary problems, topics or special assignments. (Give names of individuals or leaders of groups to whom special assignments are made.)
5. Suggested references.
6. Remarks or explanations.

.....(Use reverse side if necessary).....

.....

The following typical assignments show how this blank is used:

I. History assignment for sections 1 and 2, 5B class:

1. Assignment:
   (a) Major Problem or Topic.
   What is the history of the Great Plains?
   (b) Secondary Problems, Topics or Special Assignments.
   Special assignments:
   (1) When did the Great Plains become United States Territory?
   $B5^1$ Harold B.
   $B5^2$ Edwin R.
   (2) Tell of Zebulon Pike's trip across the Great Plains.
   $B5^1$ Rose E.
   $B5^2$ Billy M.

General Assignment

Go with Lewis and Clark from St. Louis to the Rocky Mountains.

2. Suggested References:
   Gordy, 255-258, *Leaders in Making America.*
   Humphrey's *Boys' Story of Zebulon Pike.*
   *World Book,* Vol. 8.

General references

Gordy, 260-262, *Leaders in Making America.*
Gordy, 175-180, *Later American History.*
Allen, 124, *North America.*

3. Remarks or Explanations:
   The entire class must read the general references.

II. Geography assignment for section 12, 6B class:

1. Assignment:
   (a) Major Problem or Topic.
   Why so few French people go out to settle in other countries.
   (b) Secondary Problems, Topics or Special Assignments.
   How is France able to feed her people?
   (1) Locate France.
   (2) Why are crops so easily grown there?
   (3) What crops are grown?
   (4) What difference exists between the farms of France and of Great Britain?
   (5) What do they grow in southern France, which is farther north than Missouri, that we can't grow? Why?
   (6) Of what value are the trees?
   (7) How is fishing important?
2. Suggested References:
   Brigham and McFarlane, Book I, Sections 218, 219.
   Brigham and McFarlane, Book II, Sections 433, 447.
   Allen, *The New Europe*, pp. 299-305. (Begin: "Several varieties of small fish are caught.")

III. Language assignment for section 8, 4A class:

1. Assignment:
   (a) Major Problem or Topic.
   The Robin.
   (b) Secondary Problems, Topics or Special Assignments.
   (1) Migration of the robin.
   (2) Description.
   (3) Habits.
   a—Feeding.
   b—Nesting.
   c—Of young.
   (4) Work of the robin.
2. Remarks or Explanations:
   Materials on the above subjects will be used for talks in home room. Class will make outline of notes taken in library.

*Summary and prospectus.* In presenting this chapter our purpose has been to indicate the various types of library programs that have been adopted in a few representative school systems. Very little comment, favorable or otherwise, has been offered. These are pioneer days in the history of the elementary school library, and our chief concern here is in suggesting the great possibilities of this institution in the modern elementary school. All of the programs described in this chapter as well as others that might also have been included have certain features that are distinctly meritorious. There are differences in basic emphases which indicate their having originated from varying points of view. There are hints of administrative necessity for burdening the library with activities typical of the classroom, as well as the joyous, stimulating atmosphere of a genuine library.

The objectives of modern education are well defined and oft quoted, but the scientific evaluation and establishment of ways and means for their actual attainment lag behind. One of the four cardinal aims of education is to prepare the child for the worthy use of leisure time. It is reasonably anticipated that for the majority, rapid recreational reading will occupy a considerable portion of this time. What tastes, standards, appreciations should we develop against this day of choosing what shall be read? The producers of trashy literature appear to have no apprehensions that they may not continue profitably to place their unworthy books and magazines in juxtaposition with the approved on the commercial book stand. Is not the well-stocked invit-

ing school library our best answer to this menacing challenge?

In our introductory chapter reference was made to initiative, self-direction, individual responsibility and cooperation as typifying the outcomes of the new education. Does not the substance of this chapter on activities suggest various ways in which different school libraries are now functioning toward such outcomes? Consider initiative and self-direction. The well-furnished, accessible library is recognized as a storehouse of information which constantly invites the pupil to use and enjoy its treasures. Every inducement is made to lead the individual to explore the materials and to choose and organize the ones he needs. At the same time, individual responsibility and cooperation are steadily brought into play. It has been observed that the library is frequently used by individuals and small groups for many kinds of research work. At such times, other groups or whole classes are also at work in the same room. Materials must be shared, limited space, time, and seating accommodations must be considered.

Finally, the present survey of pupil activities indicates the vital contribution the library is making in the way of vicarious experience. Rich and varied experience through reading is the criterion. Reading broadens experience. Experience in turn enables the individual better to interpret what is read. How important in this era of civilization! Contemplating environment, atmosphere, wealth of appeal, and adequate leadership, it appears that the elementary school library is destined

to assume a place of paramount importance among the various departments of the modern school.

The school administrator who is planning to establish library service in his school or system should, as far as possible, answer these questions before launching the enterprise:

1. What are the legitimate functions of the elementary school library?
2. To what extent shall it be required to carry on activities typical of the regular classroom, or as relief measures?
3. What proportion of library time should be devoted to reference reading in preparation for reports in the classroom?
4. Should recreational reading be the major activity of the library?
5. In what ways can the library be made useful and accessible to teachers?
6. Should the general organization of the school enable small groups and individuals to use the library at irregular intervals?
7. If the library is to operate on a part-time basis, which teacher should be placed in charge? If on full time, do I prefer a professionally trained librarian or a teacher who must begin with little or no library training?
8. Do I expect the library to contribute definitely toward the attainment of certain major life objectives for which my present school organization cannot be held responsible?

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# CHAPTER III

## HOUSING, FURNITURE, AND EQUIPMENT

*Adequate housing, furniture, and equipment.* The complete functioning of the school library depends very largely upon the manner in which it is housed, furnished, and equipped. The importance of such features as accessibility, comfort, attractiveness, and general utility give prominence to location, capacity, units of furniture and equipment which are especially desirable in this department. It is urged that wherever school library service is to be established, the librarian or teacher who is to be in charge should be consulted in advance of the purchase or installation of furniture and equipment for this unit. Rarely can all her desires be fulfilled, but this foresight will be directly in the interest of the proper ultimate functioning of the library.

*Location of the library.* Ideally, the library should be centrally located in the building. This will usually place it near the center of the second floor. Here it is of convenient access to the majority of pupils and teachers who use it most. Its main entrance should be direct from the main corridor on the same floor. Additional doors, if provided, should serve only as emergency exits.

In actual practice, there is at present no common tendency with respect to the location of the library.

This is largely due, no doubt, to the fact that the library had to be given quarters in buildings that were erected before the policy of providing library service had been adopted.

A study made by the author in May, 1927, suggests the variety as to location of the library in schools that are committed to library service.

| School | Floors in Bldg. | | | Location of Library Floors | | | Location in Relation to Other Rooms |
|---|---|---|---|---|---|---|---|
| | 3 | 2 | 1 | 1st | 2nd | 3rd | |
| A | x | | | | x | | Center of long hall. |
| B | x | | | x | | | Near upper grades and special rooms. |
| C | x | | | | x | | Easily accessible to all. |
| D | x | | | | x | | Corner room. |
| E | | x | | x | | | Near upper grades. |
| F | | x | | x | | | Between Art and Lit. rooms. |
| G | | x | | | x | | On floor with home rooms and science rooms. |
| H | | x | | x | | | Near special rooms. |

There are some schools in which public library branches have been established to serve not only the school children but the adults of the community as well. Here, as a rule, the library is situated on the first floor of the building and communicates directly with the outside. It may safely be predicted that as the schools evaluate more precisely the functions of the

school library, adjustments will be made whereby adult needs can be cared for elsewhere.

One school superintendent stated the problem as follows:[1] "The branches are open evenings and afternoons for the use of the public. As we build more buildings, it shall be my purpose to insist that the library rooms be more centrally located. I feel that heretofore the convenience of the public has been kept too much in mind at the expense of the day school. In other words, the library rooms are usually at one corner of the building near an entrance and on the first floor. This naturally forces two primary grades onto the second floor that otherwise would be accommodated on the first floor, and pupils of the higher grades have to go farther than necessary to get to the library, which I feel should be more of a reading room and laboratory than was contemplated by the library officials in the past."

In Detroit, the policy is to give the library a convenient place on the first floor among the other special rooms. Here the classes shift every thirty minutes. The home rooms, in which pupils remain for longer periods, are on the second floor.

*Capacity and floor plans.* In most schools the library should be planned so as to care for forty or more pupils at one time. In the ordinary rectangular room, the rows of tables should be arranged with the ends parallel to the long walls. An additional alcove or small adjoining room furnished with two or more tables will

[1] Russell, Wm. F. "The School Library Situation." *School and Society,* Vol 24, July 24, 1926.

FIG. 1

FIG. 2

*Courtesy of the Library Bureau*

Wilshire Elementary School Library, Fullerton, California

prove valuable for conference groups and individual reading. An inquiry relating in part to library seating capacity, made by the author in 1927, secured the data tabulated below:

| School Enrollment | No. Schools | Capacity of Library |
|---|---|---|
| 240 | 1 | 36 |
| 700 | 1 | 60 |
| 1000–1114 | 9 | One school, 40. One school, 42. One school, 44. One school, 45. One school, 46. Two schools, 48. Two schools, 60. |
| 3314 | 1 | 96 |

A school of 1000 pupils whose library seats 48 pupils provides for 4.8% of the total enrollment at one time. The school of 700 pupils, included in the table above, has capacity in its library for 8.5% of the enrollment at one time.

In all probability, elementary school libraries will continue to be established in platoon schools more rapidly than in other types. This will involve sending whole classes to the library on regular time schedules. In the interest of adequate flexibility in organization and administration a plea is here made that the library unit be large enough to accommodate several additional pupils who may be sent to the library to work or read independently. Assistant Superintendent Spain[1] explains that in Detroit "The library suite comprises a standard size library, 22 x 44 feet, with bay window, and a smaller library, 22 x 28, for younger children."

[1] Spain, Charles L. *The Platoon School*, p. 153. Published by Macmillan Co., 1924.

Figures 1 and 2 are photographs of the Wilshire Elementary School Library, Fullerton, California. Figure 3 represents architect's layout of reading rooms for the Whittier Elementary School, Seattle, Washington. Note reference room located between the two reading-library rooms. Tables and chairs in each room are graded in height, those in one room to accommodate the upper grades, while those in the second will care for pupils as low as grade three. Also it should be understood that the tables are to be placed so as to secure as far as possible a pleasing and informal arrangement.

*Lighting.* Since reading is to be the chief activity of this room the lighting facilities should be most carefully planned. Exposure from one side, admitting plenty of light and sunshine, is best. If there are no skylights, the width of the room must be restricted so as to preserve the efficiency of window lights. The glass area should approximate ⅕ to ¼ of the floor area. Artificial lighting should be provided by means of semi- or indirect ceiling fixtures hung sufficiently low.

*Walls and Ceiling.* Light grey or buff walls are the finishes approved by authorities. White or ivory white are best for the ceiling. There should be picture moulding but no chair rails or wainscoting.

*Finish of woodwork and furniture.* Light colors are preferable in woodwork, trim, and furnishings. Light oak is excellent and when properly finished is very durable.

Mr. F. A. Naramore, Architect for the Seattle Public Schools, finishes the reading-library rooms as fol-

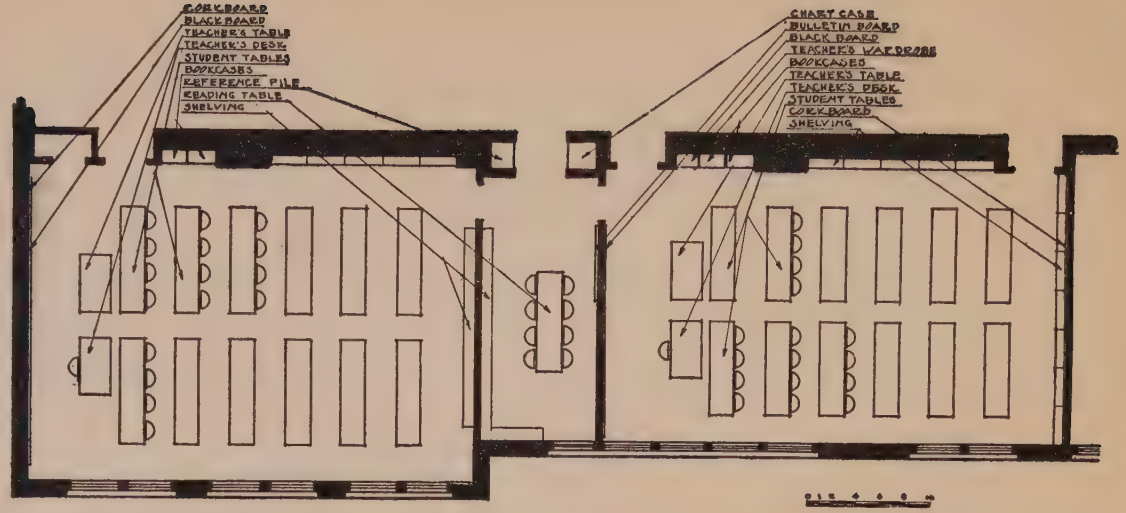

CORK BOARD
BLACK BOARD
TEACHER'S TABLE
TEACHER'S DESK
STUDENT TABLES
BOOKCASES
REFERENCE FILE
READING TABLE
SHELVING
CHART CASE
BULLETIN BOARD
BLACK BOARD
TEACHER'S WARDROBE
BOOKCASES
TEACHER'S TABLE
TEACHER'S DESK
STUDENT TABLES
CORK BOARD
SHELVING

FIG. 3.

lows: ceiling, cream color; walls, a light buff, so as to give more reflection from the ceiling for the artificial as well as natural light. Woodwork, a light finish; desk, tables and chairs, a walnut brown, which, with large semi-indirect lighting fixtures hung at the proper height for best results, gives a pleasing general effect.

*Floors.* Since the furniture is not stationary and free movement about the library is frequently to be encouraged, the floor should be covered with cork carpet or heavy linoleum to deaden sound. This point can scarcely be overemphasized. If suitable floor covering is not provided, rubber tips must be provided for the chairs.

*Shelving.* In planning the library, as far as practicable, radiators, pipes, thermostats, etc., should be placed so as to leave as much wall space as possible for built-in bookshelves, magazine and newspaper racks, and cupboards. The standard library shelf is 3 feet long, 8 inches wide, and 1 inch thick. In the elementary school there should be five shelves, the lowest two 12 inches apart, the remaining three 10 inches apart. With a base of four or five inches and a plain 2-inch cornice at the top, the sections will be about five feet high. The uprights should be solid, and these together with base and top should be flush with the shelves. See figure 5 for an approved type.

The amount of space to be used for storage cupboards depends largely on whether a librarian's work room is provided. If there is a work room, the main reading room should have two three-foot sections of shelves 12 inches deep substituted for the regular

shelving. Also provision should be made for built-in magazine and newspaper racks. The N.E.A.-A.L.A. standards call for cupboards with solid doors in the alternate space between the lowest shelf and the next above. There should also be one section with glass doors for finely illustrated books and rare editions. If there is no work room, then the space of an additional section or two should be devoted to storage cabinets or cupboards for books, magazines and a limited amount of extra large material.

*Furniture and equipment. Tables.* The standard reading table is 3 feet x 5 feet. Figure 3 indicates that the rows of tables should be placed so that the ends are parallel to the wall which admits the greatest amount of light. Before arranging or even selecting the tables, the shape and illumination of the room should be studied. This may make it advisable to select tables somewhat longer and to avoid placing a chair at the end opposite a bank of windows. The height should be 24 inches, 26 inches and 28 inches, the proportion of each depending on the range and number of classes that will use the room. From the study, mentioned in the preface, the author compiled the following data with reference to the provision of tables and chairs and their adjustment to the needs of the children.

School A. "Tables 24″ and 26″, chairs accordingly."
B. "Five tables 25″, five tables 28″. One smaller for circulating."
C. "Tables 30″ high, 29″ wide, 72″ long."

D. "Medium and large in upper grade; small in lower library."
E. "Two sizes tables and chairs."
F. "All medium."
G. "Low table and chairs for little children. Some low benches."

Eight schools appear to have no variety in height of tables. Other schools did not answer.

The two library-reading rooms of the B. F. Day School, Seattle, Washington, are now equipped with standard (3 ft. x 5 ft.) library tables and chairs to match. The upper room which accommodates grades IV to VI has six 27″ tables and two 28″ tables; the other room, which accommodates grades III and IV, has six 26″ tables and two 25″ tables. There is also an additional table for reference materials accessible at all times to pupils and teachers from other departments of the school. Hence these rooms are able to care for several individuals in addition to the class that is regularly scheduled to the library.

This type of equipment provides a comfortable and attractive environment for recreational reading. Also it facilitates the handling of groups of various sizes for numerous other phases of work that are required.

*Chairs.* These should be chosen with the greatest care. The gradual and often half-hearted introduction of library facilities in a school sometimes means the gathering together from numerous random sources a collection of chairs and tables that are not only unattractive but uncomfortable. Chairs should be light,

strong and without arms. As to height in comparison with tables 14″, 16″ and 18″ go respectively with 24″, 26″, and 28″ tables. Rubber tips are necessary unless suitable floor covering is provided.

*Miscellaneous furniture and equipment.* Schools vary greatly not only in their ability to equip their reading rooms adequately, but in organization, and hence have need for various kinds of equipment. The following list compiled from a few reputable sources will perhaps prove suggestive as well as indicate the more essential items. Asterisks opposite an item mean that this piece of equipment is recommended by the authority cited at the head of the column.

It should be understood that these various lists

MISCELLANEOUS FURNITURE AND EQUIPMENT

| | Planning the School Library (A. L. A.) | School Library Management (Wilson) | School Library Service (A. L. A., Eaton) |
|---|---|---|---|
| Bulletin Boards | * | * | * |
| Atlas Stand | * | * | * |
| Book Truck | | * | |
| Catalog Case | | * | |
| Celluloid Picture | | | |
| Holders | | * | * |
| Display Case | * | * | * |
| Exhibit Case | | | * |
| Filing Case | | | |
| Charging Tray | | * | |
| Blackboard | | | |
| Librarian's Desk | * | * | * |
| Magazine Rack | * | * | * |
| Typewriter | | * | * |
| Typewriter Desk | | | * |
| Vertical File | * | * | * |

were not originally presented as complete. Minimal essentials in equipment, accompanied with brief explanatory notes, are here added:

*Bulletin boards.* Wall spaces between windows should be used, when possible. A portable board will also be found serviceable. No library should be without these. Among the numerous uses to which they may be put are posting notices concerning routine library practices, announcement of projects to be undertaken, announcements of new books or magazines received, notices of committee meetings, book reviews, and interesting clippings and photographs from various sources.

*Catalog case.* This should always be bought from a reliable dealer in library supplies. The initial purchase for a small library should be a case of not less than four or six drawers.

*Book supports.* Economy, convenience, and general appearance are all served through the consistent use of book supports.

Figures 4 to 12 are cuts of the following named units of furniture: Low, children's shelving; children's magazine rack; dictionary stand cut to proper height for children; small display rack for table; low, glass-door bookcase for beautifully illustrated books; five-tray catalog cabinet with two-drawer picture file on 16″ base; round table; bulletin board, and charging desk.

*Display case.* The library of Lincoln School, Teachers College, Columbia University, uses to decided advantage a display case which combines a shelf and

*Courtesy Remington Rand Business Service*

FIG. 4. Children's magazine rack

FIG. 5. Low, children's shelving, two sections

bulletin board. Here are found attractive cover designs of new books, also clever posters, many of which are the work of pupils in the school.

*Charging trays.* These can be provided in various forms. As a beginning a small library with limited funds may use shoe boxes with pasteboard slips to classify the book cards. As soon as possible, these should be supplemented with double wooden trays placed upon the librarian's desk. Eventually, the library having adequate appropriations should be equipped with a specially designed librarian's desk. This will care for a variety of details such as filing cards, fine money, etc.

*Librarian's desk.* This important piece of furniture is referred to just above. Figure 12 shows one type of desk suggested for use in a medium-sized library.

*Magazine rack.* Through careful planning, this can usually be provided as a built-in feature, one section of regular shelving being omitted to provide the required space. A table may be used for magazines, but this appointment is not conducive to neatness and good appearance.

*Typewriter.* This is a necessity in any library. If it is not provided, the typewriter in the principal's office can be used occasionally.

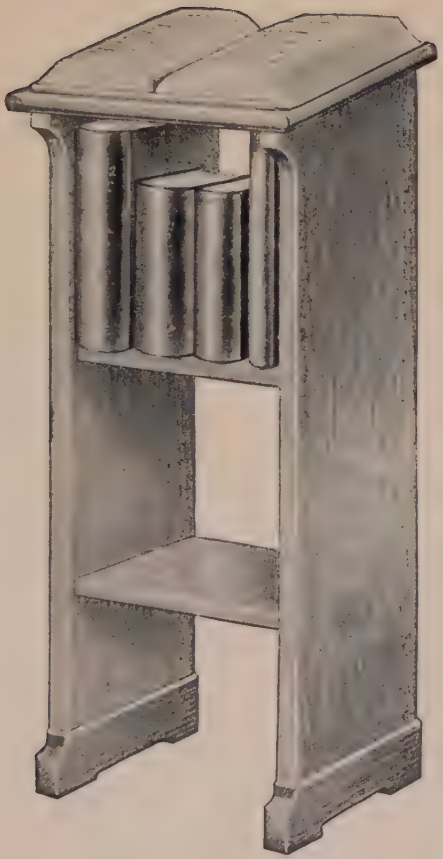
*Vertical file.* Pamphlets, clippings, pictures, and other loose materials rapidly accumulate in an active library. If well classified and properly filed, these become valuable reference material which supplement the textbooks to great advantage.

*Supplies.* Even a small library, if well organized, requires quite an assortment of supplies. A few items, not peculiar to the needs of the library, may usually be secured from the general school supply room. These are: blotters, scratch paper, pencils, paper clips, thumb tacks, pencil sharpener, penholders, rulers, ink, paste, paste brushes, twine, rubber bands, chalk, scissors, and perhaps others. A list of more technical supplies to be procured mainly from firms dealing in library supplies is shown below. It is selected from a list of articles itemized for use in a platoon library.[1]

LIBRARY SUPPLIES

| Article | Unit | Distribution |
|---|---|---|
| Adhesive mending tissue | sheet | 5 |
| Binder, double stitched, 1½", 2", 3" | roll | 3 of each |
| Blotters, large | each | 12 |
| Bone folder | " | 1 |
| Book Pockets | " | 300 |
| Book support, steel | " | 50 |
| Catalog cards, unruled white | " | 1000 |
| Charging cards | " | 300 |
| Charging guides | set | 1 |
| Eraser, Art Gum | each | 1 |
| File folders, manilla, Cap. size | " | 100 |
| Ink, drawing | bottle | 1 |
| Ink eraser, steel | each | 1 |
| Pamphlet binders, 5 x 9, 6 x 10, 8 x 11 | " | 50 of each |
| Pencil, Date Holder, and set of dates | " | 1 |
| Pens, stub | box | 1 |
| Press Board Guides for Vertical File A-Z Cap. size | sets | 2 |
| Punch | each | 1 |
| Shellac | pint | 1 |
| Slips, reserve | each | 100 |
| Stamp pads | " | 1 |

[1] Pritchard, Martha C. *Platoon School Libraries.* Part II. Manual published by Detroit Teachers' College, 1926.



*Courtesy Remington Rand Business Service*

FIG. 6. Dictionary stand cut to proper height for children

The list of supplies required for a given library should be compiled by the person in charge, provided she has had a course in library training. Size of school and type of organization are determining factors. The more truly the library becomes the "heart of the school" the greater will be the need for a wide variety of supplies.

*Librarian's work room.* Library efficiency requires the provision of a work room. Here routine work, consisting of the preparation of new books and magazines for the shelves and racks, book mending, typing, etc., is performed and a wide range of materials is stored. Plans for new buildings should include either an alcove or separate room communicating directly with the library. In establishing library service in an old building, it is often possible to select for library quarters a classroom with alcove or small room adjacent or near by which will serve as a librarian's work room. Shelving, similar to that in the main room, should be built in. The two lower shelves will serve as cupboards. Additional storage facilities can be gained by substituting wide shelving for one or more sections of the regular shelving. Doors should be provided here. A sink and running water are essential. The size and location of the work table will depend largely upon the shape and dimensions of the room.

*Conference or individual reading room.* An alcove or small room communicating directly with the main reading room will be found useful in many ways, especially in platoon schools, in which classes are regularly scheduled for library periods. In this room, free from

the activities of the main room, small groups of pupils meet around tables for group work, individuals withdraw from the library class or other departments for free reading, or teachers meet for conference of various kinds. Flexibility of organization is increasing. The home room or regular classroom teacher now finds numerous occasions for releasing individuals and small groups for independent reading, development of projects and other enterprises. The conference room adjacent to the library with its wealth of materials should be at their service at all times.

This carries a suggestion for the school, large or small, which has no library. Classrooms responsible for practically the full round of the pupil's daily activities should have a corner faithfully devoted to the needs of individuals or small groups who may utilize it for free reading, group conferences, etc. In the one-room rural school an alcove just off the main room will prove a blessing under the direction of a progressive teacher.

*Library standards and budgets.* It is encouraging to observe that definite appropriations for the initiation and maintenance of elementary school libraries is receiving state-wide attention in various sections of the country. It is not an idle prediction that as adequate standards become more universally appreciated the funds necessary for their realization will be provided. The most complete study[1] now available affords infor-

[1] Koos, Frank H. *State Participation in Public School Library Service.* Teachers College, Columbia University, Contributions to Education No. 265, 1927.

FIG. 7. Small display rack for table

*Courtesy Remington Rand Business Service*

FIG. 8. Low glass-door bookcase for beautifully illustrated books

mation in financial and other terms as to the present situation in different states:

"Wisconsin and North Dakota make legal provision for these libraries as a condition for receiving state school aid. The education departments of Minnesota, Nebraska and South Dakota require libraries in elementary schools as a condition of granting state school aid. Indiana, Kentucky, Missouri, New York, North Carolina, Oklahoma, Pennsylvania, and Texas prescribe that elementary schools provide libraries if they wish to become standardized, approved or classified."

In financial terms we read,

"New York requirements state that the initial cost of the library should be $300. In Minnesota and Oklahoma, the annual expenditure for books should be, according to the standards, $25. In Texas, the value of the elementary school library should be $25 per grade. In Indiana, the annual expenditure per pupil for library purposes should be fifty cents."

As to books,

"A Kansas elementary school must have 100 volumes in order to be considered superior. . . . Indiana elementary schools are required to have three volumes per pupil. In Pennsylvania schools, 100 volumes should be added each year."

With reference to rural school library standards, the report gives,

> "The annual expenditures for books should be $10 in Minnesota. . . . These requirements are for state-aided schools. . . . The initial investment in rural school libraries in Florida one- and two-teacher schools should be $15 and $20; in New York one-, two- and three-teacher schools, this cost should be $100, $200, and $300, respectively. . . ."

From this investigation it is evident that no state as yet provides a standard of initial cost that compares favorably with the recommendations[1] of the committee of the N. E. A. and the A. L. A. Nevertheless, noteworthy beginnings have been made and we may be hopeful of the future. The rate of progress will depend largely on the ideals and vision of school administrators among whose chief responsibilities is that of effectively interpreting to their boards of school directors progressive developments in educational procedure.

As with other departments, the library budget will vary widely in different schools. This is due to many factors including size and organization of the school, salary of librarian, capacity of the library, quality and amount of furniture, equipment, reading materials, and annual appropriations. One principal who has charge of a school enrolling 2000 pupils recently prepared the

[1] Certain, C. C. *Elementary School Library Standards.* A. L. A., 1925.

*Courtesy Remington Rand Business Service*

FIG. 9. Five-tray catalog cabinet with two-drawer picture file on 16 inch base

following library budget so as to state his problem in dollars and cents:

ELEMENTARY SCHOOL LIBRARY BUDGET

| | | |
|---|---|---|
| I. Initial appropriation | | |
| 1. Alterations and new installation..... | | $5000.00 |
| (Secure accurate estimate from Bureau of Repairs) | | |
| 2. Purchase of equipment..... | | $1000.00 |
| a. Library room | | |
| (1) 8 tables @ $25.00 each..... | $ 200.00 | |
| (2) 48 chairs @ 5.00 each..... | 240.00 | |
| (3) 1 desk ..... | 200.00 | |
| (4) 1 chair ..... | 14.00 | |
| (5) 1 desk stand ..... | 50.00 | |
| (6) 1 catalog case ..... | 80.00 | |
| Total ..... | $ 784.00 | |
| b. Conference room | | |
| (1) 1 table ..... | $ 25.00 | |
| (2) 10 chairs @ $5.00 each..... | 50.00 | |
| Total ..... | $ 75.00 | |
| c. Work room | | |
| (1) 1 table ..... | $ 25.00 | |
| (2) 2 chairs @ $5.00 each..... | 10.00 | |
| (3) 1 typewriter ..... | 70.00 | |
| (4) 1 stand ..... | 10.00 | |
| Total ..... | $ 115.00 | |
| d. Miscellaneous items ..... | $ 26.00 | |
| Total equipment ..... | | $1000.00 |
| Total cost installation and equipment.... | | $6000.00 |
| II. Initial cost of book stock..... | $1200.00 | |
| III. Annual appropriation | | |
| 1. New books ..... | $ 400.00 | |
| 2. Magazines ..... | 50.00 | |
| 3. Rebinding ..... | 75.00 | |
| 4. Supplies ..... | 50.00 | |
| | $ 575.00 | |

This principal explains that an appropriation of 25 cents per pupil would provide the above funds

for the annual needs of the library. Considering the above case further, one notes the heavy cost of alterations and installation. However, when one considers the size of this school and the educational benefits of adequate library service the cost does not loom so large. In this building on the second floor there is available a centrally located room with southern exposure and large enough to accommodate 48 pupils. Adjoining it is another room 25 x 24 feet, which the principal plans to convert into two rooms, one for conference, the other to be used as a work room.

While the above estimates are not complete in every detail, they suggest in broad outline a method of assembling a library budget. Those who have charge of smaller schools will of course scale their various items down accordingly.

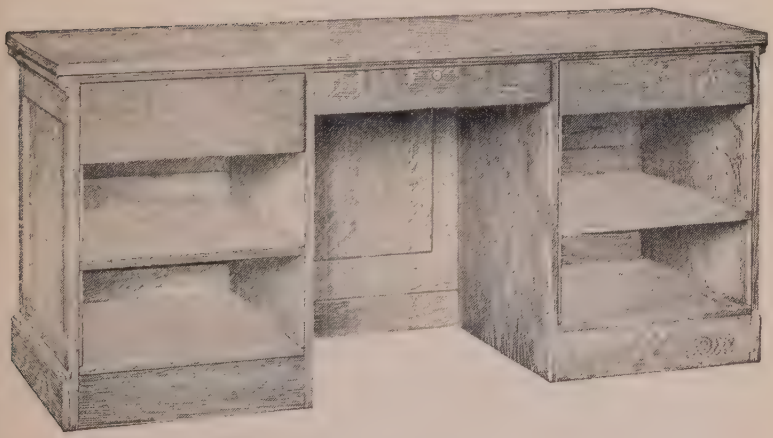
A final word is added for those who are contemplating the building of new schools. In connection with the general aims of education, consider thoroughly the proposed objectives of the modern elementary school library. This method of thinking and planning will, it is believed, tend to increase rapidly the proportion of elementary schools equipped with a special room or rooms for library service.

SELECTED REFERENCES

A. L. A. *School Library Service.* Handbook prepared by Anne T. Eaton, 1923.

A. L. A. *Planning the School Library.* Rev. 1927. An illustrated leaflet.

FIG. 10. Round table



*Courtesy Remington Rand Business Service*

FIG. 11. Charging desk

Koos, Frank H. *State Participation in Public School Library Service.* Teachers College, Columbia University, Contributions to Education No. 265, 1927.

Library Bureau. *How to Organize a Library.* Pamphlet. Simple catalog cards and classification scheme.

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## CHAPTER IV

### THE SCHOOL LIBRARIAN

*Personal qualities.* Who shall direct the various activities of the elementary school library? What qualities are desirable in making the numerous contacts with pupils, teachers, patrons? To be successful, this person must love and respect children. Her understanding and sympathy must be genuine, thus enabling her to gain and hold their confidence. The problems of developing reading tastes and standards are ever before her, hence she must have an abundance of patience and tact. In this phase of her work the spirit of freedom is the rule, rather than compulsion or constraint. She senses the value of cooperation with the other teachers and solicits their suggestions for possible improvements in library service. As in the case of any good teacher a sense of humor, ready for all emergencies, is essential. Need it be added that she should be industrious? The library should, as completely as possible, function as *the heart of the school.* This means that the one in charge of its program is "eternally" on the job.

*Teacher-Librarian.* The term "teacher-librarian" is used advisedly. The full-functioning library becomes articulated with all departments of the school, the individual in charge thereby directing a wide range of activities. Some of the major ones are: reference read-

ing, recreational reading, group conferences, projects in their various stages, and preparation for auditorium exercises. Considering the full round of activities that go on in the library it appears that in selecting the librarian we need first of all a good teacher. An allusion to the general practice in selecting instructors in the so-called special subjects strengthens our assertion. More and more do we observe that the most proficient teachers of Art, Music, Physical Education and Science are those who have a rich background of general training. Further light is thrown on this problem from a study made by Dr. William F. Russell and partially reported in *School and Society* for July 24, 1926. Answering the question "Suppose you have a trained librarian that you want to turn into a school librarian, what additional training do you recommend?", two school superintendents replied respectively:

> "I should want a trained librarian, who is to become a school librarian to spend some time in a teacher training school with these objectives in mind. She should get a good perspective of modern school work. She should know the curriculum thoroughly and when she becomes a school librarian she should be able to gather quickly from teachers what their problems are from day to day and from week to week." (Grand Rapids.)
>
> "If we had a trained librarian that we wanted to turn into a school librarian we would want her to work enough in the school room to get the teacher's viewpoint as well as that of the librarian. I would recommend that she be trained by a libra-

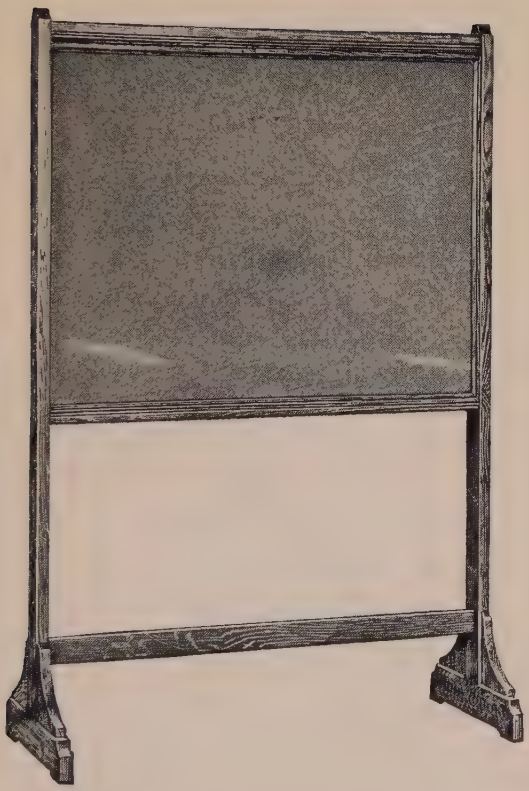
rian who has had teaching experience or do some teaching in a good organization." (Omaha.)

*Professional training.* The pressure for elementary school libraries will, for an indefinite period, place many inadequately trained teachers in charge of libraries. To a great extent they will have to be trained while in service, the prevailing aim being to attain as far as practicable standards commensurate with those proposed by the American Library Association for school library curricula. In presenting the Minimum Standards for a Curriculum in School Library Work[1] this significant statement is added: "The Charters' Curriculum Study now being made eventually will give definite facts upon which to base a curriculum."

1. Suggested Course to be offered in Accredited Library Schools (Length of curriculum, one academic year):

| | Semester Hours | |
|---|---|---|
| | 1st Sem. | 2nd Sem. |
| Book selection and allied topics | 3 Gen. | 1 School |
| Cataloging, classification, etc. | 2 | 2 |
| Children's literature and story telling | | 3 |
| Field work—children's rooms, school libraries, and general | 1 | 2 |
| History and administration of libraries | 2 | |
| Library work with children | 2 | |
| Methods of teaching the use of the library | | 2 |
| Reference and bibliography | 3 | 3 |
| The place, function, administration, and opportunity of the library in the modern school | | 2 |
| Elective | 2 | |
| Total | 15 | 15 |

[1] A. L. A. *Second Annual Report of the Board of Education for Librarianship.* 1926.



*Courtesy Remington Rand Business Service*

Fig. 12. Bulletin board

2. Suggested Course to be offered in Normal Schools, Colleges, and Universities (Length of curriculum, 16 semester hours):

| | Semester Hours |
|---|---|
| Book selection and allied topics for the school library | 2 |
| Cataloging, classifying, etc., for school library | 2 |
| Children's literature and story telling | 2 |
| Field work (Children's rooms, school libraries) | 2 |
| Library work with children | 2 |
| Methods of teaching the use of the library | 2 |
| Reference and bibliography for the school library | 2 |
| The place, function, administration, and opportunity of the library in the modern school | 2 |
| Total | 16 |

*A short course emphasizing knowledge of children's literature.* Teacher-librarians in the platoon schools of Portland, Oregon, through the Extension Division of the University of Oregon, are offered a summer course which places major emphasis upon knowledge of children's literature. The conviction supporting this work has been expressed as follows:

> "We had planned a course which we thought would fit—a little charging, a little filing, a few cataloging rules, and little about books. When it was time for the next course, we, having learned a lot, decided that it was not technical library work that was wanted, for this could be accomplished by practice work in the central library and by conferences. It was book selections and book appreciation that was needed more than anything else, and now after two years and a successful course, we still believe it, only more firmly." [1]

[1] Mulheron, Olive M. "Training Teachers for Work in Platoon Schools." *Library Journal,* March 15, 1927.

The course[1] in brief outline is indicated below:

SUMMER COURSE FOR PLATOON SCHOOL LIBRARIANS

| | |
|---|---|
| 1. Purpose of the course and standards in children's literature | 16. Poetry |
| 2. Folk lore | 17. Poetry |
| 3. Folk lore | 18. Great literature |
| 4. Fanciful tales | 19. Story telling |
| 5. Myths | 20. Story telling |
| 6. Myths | 21. Books for little children |
| 7. Ballads and legends | 22. Readers and primers |
| 8. Hero tales | 23. History of children's literature |
| 9. Biography | 24. Occupations and amusements |
| 10. Biography | 25. Music and art |
| 11. History | 26. Animal stories |
| 12. History | 27. Nature books |
| 13. Travel | 28. Science |
| 14. Home, school and adventure | 29. Books for special days |
| 15. Illustrators | Humor, Magazines } As they can be worked in. |

While the case just cited suggests effective measures for the training of teacher-librarians in elementary schools, the inadequacy of such training throughout the country must be conceded. Yet there are signs of improvement. The report of a recent study[2] of special training in platoon school library work evinces the increasing interest that school superintendents and others are taking in this problem.

As one superintendent explains it: "No one put in charge who is not duly certified, experienced and a successful teacher. Library training may take from several weeks to a year depending on circumstances. As a teacher such a one puts child

[1] Courtesy of Dorothy E. Smith, Head of Children's Department, Portland, Ore., Public Library.

[2] By permission of Olive M. Hulheron, Librarian, Portland, Oregon, Public Library.

first; library work as efficient as possible follows." (G. O. Moore, Assistant Superintendent, Erie, Penn.)

Another significant reply states: "It is our impression that the emphasis in training for platoon school library work should be placed on children's literature, book selection, and administration. Far too many schools are emphasizing the cataloging end with the result that girls go out only half prepared as catalogers, and quite unprepared to give reading guidance." (Miss Harriet Howe, executive secretary, Board of Education for Librarianship, A. L. A.)

*Responsibilities and duties.* These will depend on such factors as size and organization of the school, relationship with the public library, and the vision of those who are over her in authority. In small schools that provide a separate library room the teacher in charge generally divides her time between library service and regular classroom teaching. Furthermore, a considerable part of her library time and that of upper grade pupils who assist in clerical duties often must be found before or after school, or during intermissions and rest periods. In such instances the service extends little beyond the details of book circulation among the various grades of the school. If the teacher in charge is deeply interested she can secure attractive posters for the library, develop other decorative features, concentrate school and community attention on the library during book week, and in many other ways cause it to

assume an important place in the activities of the school.

In the large school which employs a full-time librarian her duties and responsibilities are at once tremendously increased. Their wide range and significance are implied in our treatment of library activities in Chapter II. In that development, the reader is urged to observe the kinds of duties that are assigned to librarians in different types of schools. For example, responsibility for supervision of much work typical of the regular classroom or caring for sets of text books for class work would militate against the environment that is so desirable in any library that is to prove itself worthy of the name.

The chief duties of the elementary school librarian include

1. Thorough organization and administration within her department.
2. Graded instruction in the use of library materials.
3. Encouragement of recreational reading; also the development of desirable technics in work type reading.
4. Full cooperation with other departments of the school and with the public library in selecting and securing books and other suitable materials.

According to the above enumeration of duties, the librarian should possess marked ability as an organizer, administrator and teacher. The more important duties

of the reading teachers in the platoon schools of Seattle, Washington, may be explained in these terms:

1. To shelve and supervise the general circulation of books among the different classes of the school. Upper grade pupils assist.
2. To encourage recreational reading of the right kind.
3. To conduct the general reading program of the six classes (approximately 230 children) who report to her daily for periods of 55 minutes—formal work, free reading, reference reading, book reports, and audience reading.
4. To gain a knowledge of children's literature as rapidly as possible—a huge responsibility.
5. To establish, as far as possible, the library atmosphere in her reading room.

*Salary and status in the school.* The school librarian's salary and status depend upon the source of her appointment. If she is appointed by the school board she should rank with the highest elementary grade teacher and receive equal salary. In a departmentalized school she should rank as the head of a department. This problem is not so readily solved if she gains her position from an outside authority.

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## CHAPTER V

### ORGANIZATION AND ADMINISTRATION

A partial outline of this chapter is given here in order to facilitate the study of its contents:

I. EXTERNAL PHASES:

1. Types of Cooperation with Public Libraries of large cities.
   a. A plan involving transition from classroom libraries to the unified library stage.
   b. Cooperative plan in Portland, Oregon.
   c. The Pittsburgh plan.
   d. Relations in Los Angeles, California.
   e. Miscellaneous types of cooperation with the public library.
   f. Branch libraries in school buildings.
   g. The branch library near the school.
2. State Aid to School Libraries.
   a. School library standards as developed in one state.

II. INTERNAL PHASES:

1. The classroom library vs. the organized collection.
2. Storeroom stage with regular classroom teacher in charge.
3. Library room without librarian in charge.

4. Library room with librarian in charge.
5. Programming the library.

## I. EXTERNAL PHASES

The majority of progressive elementary school libraries depend upon the public library for support and guidance of various kinds and degrees. Indeed, the present enthusiasm for school libraries is traceable chiefly to the services rendered by the public library. These librarians have demonstrated the importance of developing juvenile readers, but they have not been able to establish the close contact with the great mass of children which is required for the formation of correct reading attitudes and habits. This serious problem is to be solved mainly through the establishment of libraries in the schools.

Probably some form of cooperative agreement between the school district and a particular unit of the public library, as county or city library, will bring the best results. A variety of such relationships will be given for the purpose of suggesting possibilities of cooperative library service to those who are interested. *Types of cooperation with public libraries of large cities.*

1. *A plan involving transition from classroom libraries to the unified library stage.* The cooperative plan suggested by the Library Board of Seattle and submitted to the School Board of that city is so suggestive that it is reproduced here:

## General Statement

Both the public schools and the public library are actively interested in promoting the development of reading habits and discriminating taste among young people and there is a growing tendency to increase the cooperation between these two institutions.

Changes in educational methods are making provisions for school libraries essential in elementary schools as well as in high schools. In some cities school libraries have been provided by the school board, in others by the public library, and in still others by a cooperative plan.

In Seattle, the Public Library has a special department organized to give library service to children. About half of the children of Seattle are served through the Central and branch libraries. Last year 716,154 books were lent in this way to the 27,023 children who are registered as library borrowers. The books used in this service are very carefully chosen and the personnel consists of young women specially trained for work with children and well versed in children's literature.

In order to reach those children who are not registered as library borrowers, the public library has for 25 years been placing classroom libraries in the elementary schools. Last year, for instance, 710 classroom libraries were provided for 57 elementary schools. The books in these collections numbered 18,562 volumes and they had a circulation of 200,100.

Modern methods of teaching, however, require more adequate school libraries that can serve every depart-

ment and activity of the school and in order to partially meet this need the public library is gradually changing its service in the elementary schools from the classroom plan to the unified library plan. This new plan is now in operation in fourteen schools. These fourteen libraries have about 10,000 books and they lent 91,771 volumes last year for home reading.

## PROPOSED PLAN FOR ELEMENTARY SCHOOL LIBRARIES

We submit the following cooperative plan for operating elementary school libraries, and suggest that it be approved by the School Board and the Library Board to become effective September 1, 1927.

That the present plan of changing from the classroom system to the unified library scheme be continued.

The School Board to continue to provide:

- Library room and equipment.
- Heat, light, janitor service.
- Reference Books and professional books for teachers.
- Book delivery between Public Library and school libraries.
- Teachers to administer these libraries.
- Student assistants for charging, mending, shelving books, etc.
- General supplies—ink, paper, pencils, etc.

The Library Board to provide:

- Books to circulate (for recreational and cultural reading).

Special library supplies.
Catalogue.
Mending, recasing, rebinding.
Assistance in the supervision of organization and administration of libraries.
Instruction to pupils in use of library.
Book talks and story telling in schools where this work is desired.

In order to promote uniformity in the development of these elementary school libraries, we make the following suggestions which have already been carried out in some of the Seattle School libraries:

*Books.*

That all funds donated for the purchase of books be placed at the disposal of the Public Library which will buy the books, catalogue them, prepare them for use, and send them as a permanent deposit to the particular school. The Head of the Schools Division will confer with the principal in regard to the selection of these books.

That all gift books be turned over to the Public Library to be catalogued and prepared for use, the library to have the privilege of discarding any books which are not up to the standards maintained by the Public Library in the selection of its books for children.

That the reference books in these libraries be combined as far as practicable with the books furnished by the Public Library, so that the libraries may function as a unit.

*Personnel.*

That whenever possible the reading or literature teacher be chosen as the person to take charge of the school library.

That the Public Library provide on its staff a supervisor of school libraries who will devote her entire time to visiting and aiding the libraries in the elementary schools.

That arrangements be made for a course of lectures on Saturday mornings for the benefit of those teachers who have charge of the libraries in elementary schools, attendance at these lectures to be voluntary and the course to be arranged under the joint auspices of the School Board, the Public Library, and the University of Washington Library School.

That platoon schools and schools which are not within reasonable walking distance of the Central or a branch library be given first consideration in developing unit libraries similar to the fourteen already mentioned. That schools which are located near the Central or a branch library use these libraries until such time as the Library Board and the School Board are able to provide unit libraries for all elementary schools.

That in planning new elementary school buildings, consideration be given to the need for rooms equipped for library service.

2. *Cooperative plan in Portland, Oregon.* For many years the public library has provided books for classroom libraries in the elementary schools of the city. With the establishment of platoon school libraries,

which brought vital problems of supervision and administration to the fore, additional service was proffered. The library equips each platoon school library with an initial collection of $500 worth of books and supplements this collection with special loans from the grade collections at the main library so that each teacher has practically as many books as she needs. It is interesting to note that after three years' experience it is felt that the books in the platoon school libraries, except in the outlying districts, should be used for reference only, or for limited circulation, and that the children should be trained to use the near-by branch.

The public library not only furnishes books for these libraries but holds itself responsible for supervision of the book side of the teacher-librarian's work. The head of the schools department meets these librarians regularly in conference where administrative problems and work plans are freely discussed. A special course of study for the platoon libraries has also been developed. All of these services are decidedly helpful but probably the most significant and far-reaching phase of cooperation is rendered through the courses of instruction which are offered the platoon librarians by the University of Oregon. They are conducted under the auspices of the public library, being in charge of a member of the library staff. One of these courses was outlined in Chapter IV.

3. *The Pittsburgh plan.* The board of education provides the library room and equipment, the reference books and magazines. It pays the salaries of the librarians, and appropriates funds to be used for cataloging

of books, for transportation, and for special supplies. In cooperation with the Pennsylvania State College Extension Department a course on Children's Book Selection and Story Telling is offered and another on The Organization of Library Methods and Materials is being developed.

The public library recommends the librarians, furnishes all circulating books, and does all the cataloging and binding. The head of the schools division supervises library work in the schools, approves book lists, and holds monthly conferences with the school librarians.

4. *Relations in Los Angeles, California.* A stimulating plan of cooperation has been developed in Los Angeles, California. It is explained in detail in a valuable pamphlet [1] prepared by the Department of Work with Children of the public library of that city. These items selected from the preliminary outline and index reveal the scope of the treatment as well as some features taken into consideration in establishing the right contacts with the school:

a. Supplementary materials helpful in work with schools.
b. Suggested procedure in schools.
c. Scheduling classes.
d. Special projects.
e. Classes in the library.
f. The appreciation hour.
g. Biography appreciation hour.

[1] Public Library Service to Elementary Schools. Los Angeles Public Library, 1926. Price, 25 cents.

h. Poetry appreciation.
i. Story telling.
j. Lessons on the use of books and libraries.
k. How to find books by means of card catalog.
l. Magazines and the use of the reader's guide.
m. How regular library visits improve reading ability.
n. Enriched curricula suggestions.
o. Illustrators.
p. Points to note in buying books.
q. Book clubs, library club rules.
r. Book week.
s. Reading aloud in the home.

5. *Miscellaneous types of cooperation with public library.* The following brief replies of elementary school principals have been assembled from a questionnaire study made by the author in 1926.

A. City library sends sets of forty books to each room for the year. These circulate through the rooms but not through the library.

B. City library offers certain supervision. Lends books in large lots for month.

C. School library is public library sub-branch. We receive about one fourth of our books from the public library.

D. A close relation: drives are held in the school library to increase the number of public library card owners. Books may be secured from the public library for use in the schools.

E. Public library furnishes books for circulation. The number is based on the enrollment of school.

F. We have cooperation from the public library. Once every two years branch librarians come to the school to give cards to all those who can write their names and have not yet received a library card. Conducts story hours at definite periods at the library. Teachers apply for sets of books and sets of pictures.

G. City branch two blocks away. A number of children's specialists arrange to deliver our materials twice weekly. They come in, visit our classes, consult with teachers, talk in auditorium periods, etc.

H. Special cards for teachers. May get twenty-five to fifty books by special arrangement.

I. Public library furnishes four boxes of books which are kept locked up in school library for exclusive use of grades six and seven under direction solely of departmental teachers of English.

J. School library reports amount of circulation each month. Fines are turned over to public library.

6. *Branch libraries in school buildings.* With what favor should we look upon the branch library established within the school? Considerable light was thrown upon this problem in a detailed report [1] made several years ago. One public librarian states his conclusions as follows:

> "Theoretically, the combination of school and public library under the same roof is desirable being an economical administration of city funds, making the school plant available out of school hours, and using it as a neighborhood center. Better use is made

[1] "Branch Libraries in School Buildings." *Library Journal,* March, 1922.

of the library by the children than if they had to go some distance to reach the library. In practice, however, our schools have so quickly outgrown their equipment that the library has usually been crowded out. Unless the library has been originally planned with an outside entrance to the library room, there are always troublesome questions of discipline, either in the hallways or on the grounds. This phase of our work has been only incidental—a matter of necessity for the time being."—(Everett R. Perry, Librarian, Los Angeles Public Library.)

Another librarian comments as follows:

"My personal opinion is that branches are better in separate buildings, but we could not have reached so large a number of our people in any other way, and since we cannot have separate buildings we are glad to have them as they are and probably they will become so much a part of the community that they will outgrow their present quarters in time to come." (Grace E. Davis, Assistant Librarian, Terre Haute, Indiana.)

A communication under date of February 29, 1928, from Florence Crawford, Librarian of the Emeline Fairbanks Memorial Library, Terre Haute, shows the growth in library service to the schools of that city and explains present policies. We note these points:

1. The Fairbanks Memorial Library is governed by the school board of the city, which "probably

accounts for the hearty cooperation between the schools and the libraries."

2. There is a school fund and a library fund.
   a. The school furnishes the room, light, heat, a few books, and some of the equipment.
   b. The library fund is used to pay salaries of librarians and janitors, and to purchase almost all the books in the elementary school libraries, and books for the public, also equipment and supplies.
3. All books are catalogued at the main library.
4. In 1914 two branches were opened in schools. In 1926 the total number of agencies was thirty, consisting of the main library, fourteen branches for schools and public in school buildings, six sub-stations, six stations, two high school libraries and one hospital. The circulation was 557,378, the circulation of the branches being 330,087.

The round of activities in the modern, progressive elementary school places such demands upon the school library that it is somewhat difficult adequately to serve the needs of adults in addition to those of the pupils of the school. The library that is in charge of a capable, energetic librarian soon has its problems as to space for equipment, supplies, teaching aids, etc., as well as time in which the work planned can be accomplished. Furthermore, most adults conscious of the fact that the playground, halls, etc., are intended

primarily for the children's needs are not easily attracted to the library within the school.

7. *The branch library near the school.* A well-equipped and well-organized branch library can render valuable service to an elementary school if situated within walking distance. However, the organization of the school and the vision of the teachers and principal are controlling factors. Among the advantages and possibilities that arise from this relationship are these:

1. The branch librarian can keep in close touch with the school and provide materials suitable to the needs of the children.

2. Classes can be taken by the teacher to the library where they may engage in free reading in attractive surroundings and withdraw books for additional reading at school or at home. They also receive instructions on the use of books and libraries.

3. Definite plans can be worked out for supplying a variety of reference materials on short notice to the school.

4. Children may go to the library on their own time, hence form the habit of using the library independently for different purposes. At the present time the author, who has experienced the satisfaction of having a permanent children's library within the school, is in charge of a school which must depend largely upon a near-by branch library for its recreational reading. This school, organized on the platoon plan, has two special reading teachers, each of whom meets six classes a day. These teachers have worked out with the branch librarian time schedules for taking their classes to the library

periodically for recreational reading. Each pupil may withdraw two books for a period of two weeks for reading as directed by the teacher at school as well as reading at home. The highly organized reading rooms at school make possible a variety of uses of the library books during the loan period.

*State aid to school libraries.*

The responsibility of the state department of education for assistance in establishing school library service is receiving serious attention in various sections of the country. While the elementary school library as such has not yet received due consideration, the general focusing of attention upon the problems of school library service will eventually bring that institution to the fore. Now that there is available an exhaustive study [1] of the various phases of this question, any development of the topic here would be largely superfluous. In a summary of statutory provisions for state department participation this valuable report states:

1. The laws of twenty-two states authorize their state education boards to contribute some kind of service to public school libraries. Among the powers and duties authorized, we find:
   a. The promotion of the establishment and supervision of public school libraries;
   b. The preparation and publication of book lists, the selection of books and the making of

[1] Koos, Frank H. *State Participation in Public School Library Service.* Teachers College, Columbia University, Contributions to Education No. 265, 1927.

contracts for prices of books for public school libraries;

c. The prescription of qualifications for, the training of, and the issuance of certificates to public school librarians;

d. The administration of state-aid funds for public school libraries;

e. The making of rules and regulations for public school library management, traveling library operation, the administration of state financial aid, and the provision of standards for public school libraries.

2. The principal state education officer is authorized to perform some duty or hold some office in connection with library service in thirty-eight states. Many of the items appear but one time in a study of the statutes. Among the powers and duties authorized by law, we find that he

a. Is an ex-officio member and officer of state libraries and library commissions;

b. Is empowered to supervise, organize, and direct these bodies and to appoint their executive officers and assistants;

c. Promotes and establishes public school libraries;

d. Administers financial aid for their encouragement;

e. Prescribes qualifications and training for special certificates for school librarians and issues these certificates;

f. Makes provision for the gathering and report-

ing of information concerning public school libraries.

It is evident from these indications as well as the wealth of other related materials in the report that the functions of the public school library, both high and elementary, are more generally to receive consideration by state departments of education, thus enabling the library to come into its own as an articulate factor in the life of the school.

1. *School library standards as developed in one state.* The state of Minnesota offers an outstanding example of services rendered to public school libraries by a state department of education. Excerpts from an official booklet [1] are here reproduced to suggest the progress that has been realized there in school library service.

THE SCHOOL LIBRARY—An Adequate Working Library:

"Each school district shall establish and maintain a school library meeting the needs of the school. The books should be chosen with special reference to the curricula, both elementary and high school. The supply should be sufficient for reference purposes and home reading. New material should be added from year to year and unsuitable and worn out books discarded. A well-selected list of magazines should be purchased and preserved for reference. . . . All standard schools

[1] *Standards for Graded Elementary and High Schools.* State of Minnesota, Dept. of Education, 1927.

shall provide the minimum number of volumes for schools of their class:

1. Graded Elementary, at least 300.....
2. Junior High, at least 300.....

### State Library Aid

"To assist the local school district in meeting the above standards, the state prepares from time to time a list of books suitable for school libraries and offers aid on the basis of twenty dollars ($20) for each teacher employed, with a maximum of forty dollars ($40) for each building in the district, provided the district sends to the State Commissioner of Education a certified statement that the following conditions have been met:

1. Appointment of a school librarian by school board, or jointly with public library board .....
2. Appropriation of a like sum by the district .....
3. Selection of books from the State School Library lists .....

### Service

"Definite provision shall be made for service through the appointment of a school librarian, who may be a teacher, or by contract with a public library.

1. The librarian:

The following minimum standards of service are recommended:

a. District with enrollment of 1500 elementary and high school pupils, a full-time librarian.
b. District with 800, a librarian for six periods per day.
c. District with 40, a librarian for four periods per day.
d. District with 200, a librarian for two periods per day.
e. District with fewer than 200, a librarian for one period per day.

2. Contract with public library:

"Any school board may contract with the board of any approved county, city or village library to become a branch of said public library and to receive therefrom library books suited to the needs of the pupils in the school, and for the community....."

This state department of education requires detailed annual reports of school libraries. The forms used by the graded elementary and ungraded consolidated elementary schools are so suggestive and comprehensive that it is appropriate to include here in broad outline their principal items:

GRADED ELEMENTARY SCHOOL LIBRARY

1. *Staff:*

Librarian..... Salary..... Full-time?.....
Teacher-Librarian?..... Where educated?.....
Student helpers?..... etc., etc.

2. *Use:*

Attitude of pupils toward library?.....
What is done to increase enjoyment of home reading?....
..... etc., etc.

3. *State number of usable books in each subject. Listed by grades:*

General references, English—Home reading, Social studies, Fine arts, Industrial arts, Science.

4. *Maintenance and direction:*

Budget, appropriation per pupil, sources of funds, cooperation with public library, etc.

5. *Library and equipment. Records:*

Location, size, equipment, records, etc.

6. *Miscellaneous items:*

Number pupils doing home reading, amount spent for library books, periodicals, furniture, supplies, binding. Number of books added to library, in library, lent to school, to community.

UNGRADED ELEMENTARY CONSOLIDATED SCHOOL LIBRARY

1. *Library lessons given.*

2. *Library classified and arranged so as to make books accessible?*

3. *Subjects in which material is sufficient.*

Fiction, non-fiction, Social studies, etc., etc.

4. *Use made of State Traveling Library Service and Supervisor of School Libraries.*

5. *Community use of library.*

6. *Miscellaneous items:*

Statistical report similar to number "6" of graded elementary school library report.

The direction of rural school library work in Minnesota is accomplished largely through county institute programs. The Library Division has exhibited approved books in all county institutes and has sent

representatives to some of the schools. This gave opportunities for relating books directly to class work.

A comprehensive plan for state-wide development of school libraries cannot be too highly commended. Also, in these days of flexible organization and expanded and enriched curricula the administrâtion of this work by a supervisor of school libraries within the department of education is both sound and practical.

## II INTERNAL PHASES

The effectiveness of pupil activities and experiences for which the school library should be held responsible depends largely upon the organization and administration of this service within the school. The development of this topic will show the succession of stages through which elementary school library service tends to grow. The ease with which these various stages may be identified and their functions defined should lead school administrators to evaluate and if possible to improve the service within their schools. Progressive schools, in which library service is now yielding rich returns, have had their pioneer periods. Through vision and aggressive leadership rigid and ineffective types of organization have given way to flexible, centralized plans for the use and circulation of appropriate library materials.

*The classroom library vs. the organized collection.*

Probably the majority of elementary schools at the present time depend upon classroom libraries for the recreational reading of their pupils. Each teacher is

librarian for her own group. The books, usually from twenty-five to fifty in number, are borrowed at stated intervals from the public library. Generally the teacher has little influence in their selection, hence they are not fully adapted to the needs of her pupils. As a rule, these classroom collections do not circulate through the building, so the principal may feel that his responsibility has been fulfilled when the books are safely installed in the different classrooms. When the loan period ends, these books, which have been available only to the children of a single room, are returned to the library for redistribution.

Grade libraries as developed in Rochester, New York, involve some interesting features. These are stationary units of from sixty to seventy books for each grade in the different schools of the city. The titles for a given grade are practically the same throughout the city. The books are purchased by the board of education but the public library manages and operates the libraries.

The classroom library, in spite of its limitations, performs a valuable service. It encourages the habit of independent reading and gives to the school a contact with the public library which can frequently be expanded and modified to secure still greater benefits. It is evident, however, that under this plan the public library stock of suitable books is soon seriously depleted, thus obliging them either to supply less desirable materials or none at all. Much time and expense are involved in the details of distribution. Finally, the important factor of comfortable and attractive environ-

ment is inadequately cared for, since the ordinary classroom is furnished, equipped, and directed primarily for work situations. In this respect, the centralized library has distinct advantages. Its appointments are planned to induce not only the work attitude but also the spirit of freedom which is indispensable in the development of independent readers.

*Storeroom stage with regular classroom teacher in charge.*

Here the school's book collection is brought together in cupboards or open shelves in a regular upper grade classroom and placed under the supervision of the teacher. The principal or the teacher in charge issues a schedule indicating when the various classes of the school may have access to the books, usually before school or during intermissions. Pupil assistants are trained to do most of the clerical work involved.

This stage of library development has some advantages. The general book collection can be made attractive so that it attracts the children to it. Clerical work is centralized and expedited and the general condition of the books can be systematically checked.

The disadvantages are easily recognized. The teacher in charge is busy with her classroom duties and furthermore is usually without library training. As a consequence, her services are mainly directed toward seeing that the books are withdrawn and returned regularly. A large book collection is out of the question and lack of space and time restricts freedom of choice as the classes come to examine and withdraw books.

*Library room without librarian in charge.*

In this case, the books are assembled in a room not needed for regular classwork. Usually an upper grade teacher or the principal has supervision of the books. Pupil assistants are organized in committees to assist in circulating the books and in keeping the room in order. The library is now accessible throughout the day. Teachers may bring their classes or send individuals and small groups for free reading and reference work. Reading charts, book posters, flowers, and other attractive features may be supplied for the purpose of establishing a desirable atmosphere in the library. Here the stage is set for action, but there is no one to give the required attention and direction. The books cannot be adequately guarded and many teachers are reluctant to send individuals or groups to the library for unsupervised reading or study.

*Library room with librarian in charge.*

This is the highest type of school library organization, the goal which has already been attained by many elementary schools and which is the objective of an increasing number of others. Classes are scheluled for library reading and provision can be made for varied uses by groups and individuals. The book and magazine collections may be expanded as rapidly as funds are made available for these purposes. In fact, under the guidance of a trained teacher-librarian this department may now become in reality the heart of the school, providing regularly for the full round of activities as set forth in Chapter II. Various plans for sched-

uling classes to the library are shown in the following section.

*Programming the library.*

The making of a program for the school library offers a real challenge to the school administrator. Among the many factors to the considered are: the time element, suitable environment for various learning processes, and the provision, accessibility, and use of materials. In fact, the programming of the library is a test of the administrator's appreciation of the major aims of education, and should be determined in the light of these objectives. Whether the program provides for daily access, twice-a-week, or weekly access, before and after school use, etc., is really not the major consideration. The great problem is that of organizing and integrating all departments of the school so that the child's experiences may induce true growth and development. Before preparing a program or time schedule for the library, the superintendent or principal should anticipate its major activities. He should study various types of organization such as are described in Chapter II, The Library at Work. In that chapter, cross references are made to this section for the purpose of suggesting how the time element influences the actual library activities. For instance, the provision of a daily period in the library tends to result in the assignment of more reference work in the social studies to the library department. A study of the data as tabulated below will suggest the great variety of programs that have been developed in dif-

ferent school systems. The data for tables 1, 2, 3 and 4 were gathered from a recent inquiry made by the writer. Twenty-four principals in representative cities such as Detroit, Denver, Kansas City, Pittsburgh, and Cleveland replied, but in some cases the returns could not be tabulated. Table 1 shows that

TABLE 1. GRADES ADMITTED TO LIBRARY

| *Range of Grades* | *Number of Cases* |
|---|---|
| One-eight | 6 |
| Two–eight | 4 |
| One–seven | 2 |
| Two–seven | 2 |
| Two–six | 1 |
| Four–seven | 1 |
| Four–eight | 1 |
| One–six | 1 |
| Four–six | 1 |
| Three–eight | 1 |
| Kg–six | 1 |

Within this group of twenty-one schools there is little uniformity as to the range of classes admitted to the library. While this is due partly to the fact that some schools include grades seven and eight, it is evident that the factors of administrative convenience or necessity have been prominent.

TABLE 2. LIBRARY PERIODS PER WEEK

| | *daily* | *three* | *two* | *one* | *irregular* |
|---|---|---|---|---|---|
| Grade eight | 2 | 0 | 6 | 7 | 2 |
| Grade seven | 3 | 0 | 7 | 7 | 1 |
| Grade six | 3 | 1 | 8 | 6 | 1 |
| Grade five | 1 | 1 | 9 | 5 | 1 |
| Grade four | 3 | 1 | 8 | 5 | |
| Grade three | 2 | 0 | 6 | 6 | |
| Grade two | 2 | 0 | 3 | 7 | |
| Grade one | 0 | 0 | 2 | 3 | |

Table 2 shows considerable variety as to periods with the median falling in the twice a week column.

TABLE 3. LENGTH OF PERIODS IN MINUTES

| | 60 | 55 | 50 | 45 | 40 | 30 |
|---|---|---|---|---|---|---|
| Grade eight | | 2 | 1 | 2 | 4 | 6 |
| Grade seven | | 2 | 1 | | | |
| Grade six | 1 | 2 | 1 | 1 | 3 | 5 |
| Grade five | 1 | 2 | 1 | 0 | 5 | 5 |
| Grade four | 1 | 2 | 1 | 0 | 5 | 8 |
| Grade three | 1 | 0 | 1 | 0 | 5 | 6 |
| Grade two | 0 | 0 | 0 | 0 | 5 | 8 |
| Grade one | 0 | 0 | 0 | 0 | 2 | 3 |

According to Table 3, periods range in length from 30 minutes to an hour, the most common length being a half hour.

TABLE 4. EXAMPLES OF NUMBER AND LENGTH OF LIBRARY PERIODS PER WEEK

| | *Grade* | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| School A | | 5–30 | 5–30 | 5–30 | 5–30 | 5–30 | 5–30 | |
| School B | 2–40 | 2–40 | 2–40 | 2–40 | 2–40 | 1–40 | 1–40 | 1–40 |
| School C | | | 2–30 | 2–30 | 2–30 | 2–30 | 1–30 | 1–30 |
| School D | 1–45 | 1–45 | | | | | | |
| School E | 2–34 | 2–34 | 2–34 | 2–34 | 3–34 | | | |
| School F | 2–30 | 2–30 | 2–30 | 2–30 | 2–30 | 2–30 | 2–30 | |
| School G | 5–55 | 5–55 | 5–55 | 5–55 | 5–55 | | | |
| School H | 2–40 | 2–40 | 2–40 | 2–40 | 2–40 | 2–40 | 1–40 | |
| School I | 1–60 | 1–60 | 1–60 | 1–60 | 1–60 | 1–60 | | |
| School J | 1–50 | 1–50 | 1–50 | 1–50 | 1–50 | 1–50 | 1–30 | 1–30 |

Table 4 should be read thus: School A sends all its grades except the first to the library daily for 30 minute periods. School B provides two 40 minute periods for grades above the third, one 40 minute period for the first, second and third grades.

*Additional access.* One test of the complete functioning of the library is its availability at various times for optional use by the children. Different ways in which

the individuals are accommodated in schools included in the above study are shown below:

1. Pupils have access at all times: 8:30 to 4:45.
2. Any time between 8:30 and 4:30 by request of teachers. Grades seven and eight by special assignment.
3. Any time library is not in use by others. Individuals or groups sent by teacher.
4. Before and after school and at noon.
5. Groups doing reference work at any time.
6. Before school and at recess for reference only.
7. May study thirty minutes per day when really needed.
8. Loan department open sixty minutes after school. Periodical department at recess and after school.
9. Grades seven and eight reference periods as needed. Others none.
10. Without appointment, singly or in groups.
11. May read during intermissions.
12. For special work by individuals designated by teacher.

These optional library periods should receive serious consideration. The child who frequents the school library during free periods is developing an attitude similar to that which draws him to the public library. The presence of different groups and individuals busy with various activities affords the library a vantage point in the school's training for democracy.

TABLE 5. EIGHT-UNIT PLATOON, SEATTLE, WASHINGTON

| Period | Room 14<br>4B, A———4A, 5B | | Room 13<br>5A———6B | | Room 16<br>6A———7B, A | | Room 15<br>7A, 8B———8A | |
|---|---|---|---|---|---|---|---|---|
| 8:50<br>9:45 | P/M | H<br>Lang.<br>Spel. | M/P | H<br>Lang.<br>Spel. | A–S | H<br>Lang.<br>Spel. | R–L | H<br>Lang.<br>Spel. |
| 9:45<br>10:40 | A–S | H<br>Hist.<br>or<br>Geog. | R–L | H<br>Hist.<br>or<br>Geog. | M/P | H<br>Hist.<br>or<br>Geog. | P/M | H<br>Hist.<br>or<br>Geog. |
| 10:40<br>10:45 | Recess | | | | | | | |
| 10:45<br>11:40 | H<br>Lang.<br>Spel. | A–S | H<br>Lang.<br>Spel. | R–L | H<br>Lang.<br>Spel. | P/M | H<br>Lang.<br>Spel. | M/P |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 11:40<br>12:35 | Noon | | 55 Minutes | | | | | |
| 12:35<br>1:30 | H<br>Hist.<br>or<br>Geog. | M<br>P | H<br>Hist.<br>or<br>Geog. | P<br>M | H<br>Hist.<br>or<br>Geog. | A–S | H<br>Hist.<br>or<br>Geog. | R–L |
| 1:30<br>2:25 | H<br>Arith.<br>Writ. | R–L | H<br>Arith.<br>Writ. | A<br>M. T.<br>S.<br>W. Th. F. | H<br>Arith.<br>Writ. | R–L | H<br>Arith.<br>Writ. | S<br>M. T.<br>A.<br>W. Th. F. |
| 2:25<br>2:30 | Recess | | | | | | | |
| 2:30<br>3:25 | R–L | H<br>Arith.<br>Writ. | A<br>M. T.<br>S<br>W. Th. F. | H<br>Arith.<br>Writ. | R–L | H<br>Arith.<br>Writ. | S<br>M. T.<br>A<br>W. Th. F. | H<br>Arith.<br>Writ. |

Explanation: H—Home Room, A—Fine and Industrial Arts, S—Science, including Nature Study and Hygiene, R-L—Reading–Library, M—Music, P—Physical Education.

We shall now offer a number of elementary school programs to illustrate various ways in which school administrators provide library periods for their classes.

Table 5, pp. 100-101, shows how a platoon plan may be adopted for use in the small school. This program, formerly in operation in the Bryant School, accommodates eight groups of from 36 to 45 pupils each from the fourth to the eighth grade. The 55-minute periods make it possible to group classes so that a single unit may consist of two classes, as 4B-A. The main reading-library room cares for six of the groups daily, while the remaining two groups have their reading periods in the music room under the direction of the music teacher. This organization requires eight teachers, four home room, and four special: One for Art-Science, one for Physical Education-Science, one for Music-Reading, and one for Reading-Library. The Reading-Library program of this school is outlined in Chapter II on The Library at Work.

This plan accommodates approximately 456 pupils and is intended to serve pupils from the eighth grade down to the third or fourth grade. A discussion of the reading-library program for the twelve-unit type will be found in Chapter II. This organization of a twelve unit program requires 6 home-room teachers, one teacher for music, one for physical education, one for fine and industrial arts and elementary science, two for reading-library work, two for industrial work, one shop and one home economics or, in schools not equipped for industrial work, one additional teacher

TABLE 6. TWELVE-UNIT PLATOON, SEATTLE, WASHINGTON

All classes change at end of each 55-minute period. Music and Physical Education classes change places in middle of period.

G = Room Group

| Period | G1 | G2 | G3 | G4 | G5 | G6 | G7 | G8 | G9 | G10 | G11 | G12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 8:50–9:45 | S–A | H | M–P | H | RL | H | I | H | RL | H | P–M | H |
| 2 9:45–10:40 | H | S–A | H | MP | H | RL | H | I | H | RL | H | P–M |
| 10:40–10:45 | Recess 5 Minutes | | | | | | | | | | | |
| 3 10:45–11:40 | P | H | S–A | H | M–P | H | P–M | H | I | H | RL | H |
| 11:40–12:35 | Noon 55 Minutes | | | | | | | | | | | |
| 4 12:35–1:30 | H | RL | H | S–A | H | M–P | H | P–M | H | I | H | RL |
| 5 1:30–2:25 | M–P | H | RL | H | S–A | H | RL | H | P–M | H | I | H |
| 2:25–2:30 | Recess 5 Minutes | | | | | | | | | | | |
| 6 2:30–3:25 | H | M–P | H | RL | H | S–A | H | RL | H | P–M | H | I |

H—Home Room—3 periods. First, Language and Spelling; Second, History or Geography; Third, Arithmetic and Handwriting.
A—Fine and Industrial Arts.
S—Elementary Science, including Nature Study and Hygiene.
M—Music, P—Physical Education, RL—Reading—Library.
I—Industrial—Shop and Home Economics.

TABLE 7. PROGRAM OF SPECIAL ACTIVITIES, ASHLAND SCHOOL, KANSAS CITY, MISSOURI

| Period | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Time | 9:00 | 9:30 | 10:00 | 10:30 | 11:00 | 11:30 | 1:00 | 1:30 | 2:00 | 2:30 | 3:00 | 3:30 |
| M. | 5 | 7 | 9 | 10–12 | 4 | 6–8 | 11–13 | 15–17 | 1–3 | 2–18 | | 14–16 |
| T. | 5 | 7 | 9 | 10–12 | 4 | 6–8 | 11–13 | 15–17 | 1–3 | 2–18 | | 14–16 |
| AudW. | 5 | 7 | 9 | 10–12 | 4 | 6–8 | 11–13 | 15–17 | 1–3 | 2–18 | | 14–16 |
| T. | 5 | 7 | 9 | 10–12 | 4 | 6–8 | 11–13 | 15–17 | 1–3 | 2–18 | | 14–16 |
| F. | 5 | 7 | 9 | 10–12 | 4 | 6–8 | 11–13 | 15–17 | 1–3 | 2–18 | | 14–16 |
| M. | 11–13 | 9 | 1–3 | 4–6 | 8 | 2–18 | 7 | 5 | 15–17 | | 14–16 | 10–12 |
| T. | 11–13 | 9 | 1–3 | 4–6 | 8 | 2–18 | 7 | 5 | 15–17 | | 14–16 | 10–12 |
| GYMW. | 11–13 | 9 | 1–3 | 4–6 | 8 | 2–18 | 7 | 5 | 15–17 | | 14–16 | 10–12 |
| P. T. | 11–13 | 9 | 1–3 | 4–6 | 8 | 2–18 | 7 | 5 | 15–17 | | 14–16 | 10–12 |
| G. F. | 11–13 | 9 | 1–3 | 4–6 | 8 | 2–18 | 7 | 5 | 15–17 | | 14–16 | 10–12 |
| M. | 17 | 11 | 13 | 14 | 12 | 10 | 15 | 9 | 7 | 16 | 6 | 8 |
| T. | 17 | 11 | 13 | 14 | 12 | 10 | 15 | 9 | 7 | 16 | 6 | 8 |
| LIBW. | 17 | 11 | 13 | 14 | 12 | 10 | 15 | 9 | 7 | 16 | 6 | 8 |
| T. | 17 | 11 | 13 | 14 | 12 | 10 | 15 | 9 | 7 | 16 | 6 | 8 |
| F. | 17 | 11 | 13 | 14 | 12 | 10 | 15 | 9 | 7 | 16 | 6 | 8 |
| M. | 15 | 13 | 11 | 16 | 10 | 12 | 17 | | 9 | 14 | 8 | |
| T. | 15 | 13 | 11 | 16 | 10 | 12 | 17 | | 9 | 14 | 8 | |
| SOCW. | 15 | 13 | 11 | 16 | 10 | 12 | 17 | | 9 | 14 | 8 | |
| SCIT. | 15 | 13 | 11 | 16 | 10 | 12 | 17 | | 9 | 14 | 8 | |
| F. | 15 | 13 | 11 | 16 | 10 | 12 | 17 | | 9 | 14 | 8 | |
| M. | 9 | 15 | | 8 | 6 | 16 | 5 | 7 | 11 | 10 | 4 | |
| T. | 9 | 17 | | 8 | 6 | 14 | 5 | 7 | 13 | 12 | 4 | |
| MUSW. | 9 | 15 | | 8 | 6 | 16 | 5 | 7 | 11 | 10 | 4 | |
| T. | 9 | 17 | | 8 | 6 | 14 | 5 | 7 | 13 | 12 | 4 | |
| F. | 9 | 15 | | 8 | 6 | 16 | 5 | 7 | 11 | 10 | 4 | |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| M. | 7 | 5 | 15 | | 16 | 4 | 9 | 11 | | 8 | 10 | 6 |
| T. | 7 | 5 | 17 | | 14 | 4 | | 13 | 1st | 8 | 12 | 6 |
| ArtW. | 7 | 5 | 15 | | 16 | 4 | 9 | 11 | Gr. | 8 | 10 | 6 |
| T. | 7 | 5 | 17 | | 14 | 4 | | 13 | | 8 | 12 | 6 |
| F. | 7 | 5 | 15 | | 16 | 4 | 9 | 11 | | 8 | 10 | 6 |
| M. | | 17 | 17 | | 14 | 14 | | 13 | 13 | 12 | 12 | NS |
| T. | | 15 | 15 | | 16 | 16 | 9 | 11 | 11NS | 10 | 10NS | |
| PracW. | | 17 | 17 | | 14 | 14 | | 13 | 13 | 12 | 12 | NS |
| ArtsT. | | 15 | 15 | | 16 | 16 | 9 | 11 | 11NS | 10 | 10NS | |
| F. | | 17 | 17 | | 14 | 14 | | 13 | 13 | 12 | 12 | NS |
| NAT.M. | 3NS | 3Art | 7Geo | 2NS | 2Art | | 1NS | 1Art | 5Geo | 6Geo | 18NS | |
| ST. T. | 3NS | 3Art | 7Geo | 2NS | 2Art | | 1NS | 1Art | 5Geo | 6Geo | 18NS | |
| ART. W. | 3NS | 3Art | 7Geo | 2NS | 2Art | | 1NS | 1Art | 5Geo | 6Geo | 18NS | |
| SOC. T. | 3NS | 3Art | 7Geo | 2NS | 2Art | | 1NS | 1Art | 5Geo | 6Geo | 18NS | |
| SCI. F. | 3NS | 3Art | 7Geo | 2NS | 2Art | | 1NS | 1Art | 5Geo | 6Geo | 18NS | |
| M. | 1Lit | 1Mu | 5Lit | 18Mu | 18Lit | | 3Mu | 3Lit | | 4Geo | 2Mu | 4Lit |
| Mus. T. | 1Lit | 1Mu | 5Lit | 18Mu | 18Lit | | 3Mu | 3Lit | | 4Geo | 2Mu | 4Lit |
| W. | 1Lit | 1Mu | 5Lit | 18Mu | 18Lit | | 3Mu | 3Lit | | 4Geo | 2Mu | 4Lit |
| Lit. T. | 1Lit | 1Mu | 5Lit | 18Mu | 18Lit | | 3Mu | 3Lit | | 4Geo | 2Mu | 4Lit |
| * F. | 1Lit | 1Mu | 5Lit | 18Mu | 18Lit | | 3Mu | 3Lit | | 4Geo | 2Mu | 4Lit |
| Wr. M. | Room | Room | Room | Room | Room | Room | Room | Room | | Room | Room | Room |
| Sp. T. | | A | B | 3 | 1 | 2 | 3 | 6 | | B | 4 | A |
| W. | | | | | | | | | | | | |
| Sp. T. | Room | Room | Room | | Room | Room | | Room | Room | Room | Room | Room |
| F. | 7 | B | A | | 8 | 6–9* | | 13 | 8 | 5 | 7 | 16 |

Key

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| PX | 18–2B | 2–2A | 4–3A | 6–4B | 8–4A | 10–5A | 12–6B | 14–6A | 16–7A |
| PY | 1–2A | 3–3B | 5–3A | 7–4A | 9–5B | 11–5A | 13–6A | 16–7B | 17–7A |
| H. Room | 9 | 8 | 7 | 6 4B | 5 | 4 | B | A | 3 |

*Used as a library for lower grade classes.

TABLE 8. TIME ALLOTMENT FOR HOME ROOM
(Detroit Platoon)

| | B1 | A1 | B2 | A2 | B3 | A3 | B4 | A4 | B5 | A5 | B6 | A6 | B7 | A7 | B8 | A8 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Reading-Phonics. | 800 | 725 | 625 | 625 | 400 | 400 | 250 | 250 | 150 | 150 | 150 | 150 | 100 | 100 | 100 | 100 |
| English ..... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 100 | 100 | 100 | 100 | 150 | 150 | 150 | 150 |
| Spelling ..... | 0 | 75 | 75 | 75 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Arithmetic ..... | 0 | 0 | 100 | 100 | 200 | 200 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 |
| Science ..... | 0 | 0 | 0 | 0 | 0 | 0 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Penmanship .... | 0 | 0 | 0 | 0 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Recess ..... | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| | 900 | 900 | 900 | 900 | 900 | 900 | 900 | 900 | 900 | 900 | 900 | 900 | 900 | 900 | 900 | 900 |

TABLE 9. TIME ALLOTMENT FOR SPECIAL ACTIVITIES

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Auditorium .... | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 120 | 120 | 120 | 120 | 90 | 90 | 90 | 90 |
| Gym. ..... | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 |
| English ..... | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 |
| Science ..... | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 |
| Art ..... | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 |
| Music ..... | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 |
| Manual Arts ... | 0 | 0 | 0 | 0 | 0 | 0 | 60 | 60 | 90 | 90 | 90 | 90 | 180 | 180 | 180 | 180 |
| Library ..... | 30 | 30 | 30 | 30 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 |
| Play ..... | 150 | 150 | 150 | 150 | 120 | 120 | 60 | 60 | 60 | 60 | 60 | 60 | 0 | 0 | 0 | 0 |
| | 900 | 900 | 900 | 900 | 900 | 900 | 900 | 900 | 900 | 900 | 900 | 900 | 900 | 900 | 900 | 900 |

TABLE 10. PERIOD DISTRIBUTION OF SPECIAL ACTIVITIES
(Detroit Platoon)

| | 1B | 1A | 2B | 2A | 3B | 3A | 4B | 4A | 5B | 5A | 6B | 6A | 7B | 7A | 8B | 8A |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Auditorium .... | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 3 |
| Gym. ..... | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Play ..... | 5 | 5 | 5 | 5 | 4 | 4 | 2 | 2 | 2 | 2 | 2 | 2 | | | | |
| Literature ..... | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Science ..... | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Music ..... | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Applied Art .... | 2 | 2 | 2 | 2 | 2 | 2 | 4 | 4 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Library ..... | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Manual Arts ... | | | | | | | | | 3 | 3 | 3 | 3 | 6 | 6 | 6 | 6 |
| Total ..... | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 |

for fine and industrial arts and elementary science, instead of two industrial teachers.

According to this program, all classes from the 4B to 7A grade have daily periods of 30 minutes each in the library. A detailed account of the library activities in the school whose program is shown on pages 104-105 is given in Chapter II. Here the auditorium is scheduled for daily use by all classes in the platoon schools. In all except four cases, the classes go in pairs for these exercises as is true with respect to gymnasium and playground work.

Tables 8, 9, 10[1] are given to illustrate a type of

TABLE 11. LIBRARY TIME DISTRIBUTION
ALLEN SCHOOL, PITTSBURGH, PENNSYLVANIA

| Activity | Time Allotment | Percent of Time | Pupil Responsibility |
|---|---|---|---|
| Book Exchange (Cultural) | 20 minutes weekly | 25% | Entire freedom while such freedom does not interfere with others. |
| Required Reference Reading | 40 minutes monthly | 12½% | Use of common sense. |
| Book Talk (Cultural) | 20 minutes monthly | 6½% | Recitation Attention. |
| Library Instruction (Reference) | 20 minutes monthly | 6¼% | Required. |
| Voluntary Reading (Cultural or reference) | Remaining Time Plus: 35 minutes daily before school and Home Reading | 50% | A quiet room will bring the most pleasure to all. |

[1] Spain, Charles L. *The Platoon School.* Published by Macmillan Co., 1924.

TABLE 12. LIBRARY PROGRAM, FRANCES E. WILLARD SCHOOL, LONG BEACH, CALIFORNIA (GRADES 1B–6A)

| *Time* | *Period* | *Monday* | *Tuesday* | *Wednesday* | *Thursday* | *Friday* |
|---|---|---|---|---|---|---|
| 8:10<br>8:35<br>8:40 | | Opening of building for special activities, only.<br>Assembly bell. Locker privilege.<br>Tardy bell. Children in classroom. | | | | |
| 8:40–9:06 | 1 | 4B | 6A–2 | 5A–3, 6A-3 | 6A–1 | 6B–2 |
| 9:08–9:32 | 2 | 5A–2 | 6A–2 | 3B | 6A–1 | 6B–2 |
| 9:34–9:58 | 3 | 5A–2 | | | 3A–2 | |
| 9:58–10:06 | | Recess | | Locker privilege | | |
| 10:08–10:32 | 4 | | 3A–1 | Opportunity | 5B | 3A–2 |
| 10:34–10:58 | 5 | 4A–1 | Americ'zn | 4A–1 | 5B | 6B–1 |
| 11:00–11:24 | 6 | 3A–1 | | | 4B | 6B–1 |
| 11:26–11:50 | 7 | Lunch | | | | |
| 12:20<br>12:45<br>12:50 | | Library, Nature Study, Auditorium, Playground.<br>Supervised activities.<br>Noon Assembly Bell. Locker Privilege.<br>Tardy Bell. Children in classroom. | | | | |
| 12:50–1:16 | 8 | 1–1B | 6A–1 | | 1–1B | Un. 6–1A |
| 1:18–1:42 | 9 | 4A–2 | 6A–1 | 4A-2 | | Un. 6–1A, 2B |
| 1:44–2:08 | 10 | | 2B, xy | 2A, xy | 2A, yz | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 2:08–2:16 | | Recess | | Locker privilege | | |
| 2:11–2:42 | 11 | 6A–1 | 3B | 6A–1 | Primary Circulation | |
| 2:44–3:08 | 12 | 6A–1 | 5A–1 | 6A–1 | 5A–1 | 4A–1 |
| 3:10–3:20 | X | All classes return to Home and Sponsor teachers daily for Character Education and Health Habits. | | | | |
| 8:10–8:40 | | Library and Nature Study Room open for all pupils. | | | | |
| 11:50 | | Cafeteria open for platoon. | | | | |
| 12:00 | | Cafeteria open for primary. | | | | |
| 12:20–12:45 | | Nature Study room open for all pupils. Play activities under supervision of play instructor. Library open for all pupils. Auditorium open for inspection of display work by all pupils and for free discussion of school civic problems by pupils with auditorium directors. | | | | |
| 3:20–4:45 | | Play activities under supervision. | | | | |
| 3:20–3:50 | | Library open for reference and circulation. | | | | |

NOTE:

1. It should be observed that in this school considerable emphasis is placed upon making the library available for various free uses at different times during the day.
2. It is the aim to have double periods for all 5th and 6th grade classes.
3. Open spaces indicate non-scheduled periods but the library from 8:10-3:50 is open for all kinds of reference even during scheduled classes.
4. 6A–1 pupils of very accelerated reading ages according to the Stanford Achievement Tests and Gates Reading Tests are being given additional library periods as an experiment in contrast to other groups being given extra work in silent reading under direction of a classroom teacher.

TABLE 13. ADMINISTRATIVE FEATURES ELEMENTARY SCHOOL LIBRARIES, CLEVELAND, OHIO

| School | Platoon? | In School Building? | Branch of Public Library? | Adults Have Access? | Days Open Per Week | Periods Each Class Per Week |
|---|---|---|---|---|---|---|
| Euclid Park.... | No | Yes | Yes | Yes | Two | One |
| Fullerton ..... | No | Yes | Yes | Yes | Five | No regular schedule. Come as individuals |
| Gilbert ..... | Yes | Yes | Yes | Yes | Five | One |
| George Washington ..... | No | Yes | Yes | Yes | Three | One |
| Lafayette ..... | Yes | Yes | Yes | Yes | Five | One |
| Miles ..... | No | No. In small bldg. in school yard | Yes | Yes | Five | One |
| Milford ..... | No | Yes | Yes | Yes | Five | One |
| Mount Auburn . | No | Yes | Yes | No | Five | One |
| Nathaniel Hawthorne ..... | No | Yes | Yes | Yes | Five | One |
| Nottingham ... | Departmental No | Yes | Yes | Yes | Three | One—each 5th and 6th grade |

Among the features of the Cleveland plan the following should be noted:

1. The libraries are branches of the public library.
2. Eight of the ten schools listed are non-platoon.
3. Adults have access in all except one of these libraries. However, as explained by the Director of the School Department, Cleveland Public Library: "Very few adults, with the exception of Miles School, which is in a separate building, come to the library themselves."

A detailed account of the functioning of some of these libraries appears in Chapter II.

platoon organization which provides a 30-minute library period once a week for grades one and two, and two 30-minute periods a week for all other classes.

An explanation of the functioning of the program outlined on page 107 is submitted in Chapter II.

*Pupil assistants in the library.* This phase of internal administration should be largely under the control of the librarian. The services required of the pupils should be in accord with fixed policies or objects which justify the experiences to be gained. For instance, what should be the purposes in employing pupil help, assisting the librarian, development of initiative, responsibility, and a sense of library ownership on the part of the pupil? The best results are obtained through appointment of committees some of which are class committees while others represent the student body as a whole. The writer recalls with gratitude the fine services rendered the school library by a committee of girls who slipped and shelved books as a means of earning points toward admission to the Honor Society of the school. Elementary school pupils may help in many different ways, as suggested below:

Committees may be appointed,

1. to formulate rules for keeping the library in good order, etc.
2. to make suggestions on how to use the library.
3. to serve as hostesses and receive visitors.
4. to provide or arrange flowers and other decorative features.

5. to help with the arrangement of magazines on the tables and racks.
6. to help with routine matters such as, slipping and shelving books, opening new books, stamping, folding and pasting book pockets.
7. to supervise the clipping newspapers and posting of items on the bulletin board.

Monitor service may include such responsibilities as regulating the lighting, ventilation and heat. Also problems of discipline are sometimes lessened by securing the cooperation of genuine leaders among the pupils.

*Storing and lending books.* Text books and other supplies which are not intended primarily for library purposes should not be stored in the reading room. Such misuse of shelving space together with the responsibility for issuing sets of books to the classrooms interferes with the normal functioning of the library. This contingency is precluded if the major objectives of the institution are kept clearly in mind.

The library occupies a vantage point in the promotion of home reading which should be consistently encouraged. As far as practicable, pupils should be permitted to withdraw books for free reading at home and the clerical work involved in checking the books out and in should be reduced to a minimum. Some schools issue overnight reference books, much of the recording being done by pupil assistants.

*Cataloguing and classifying.* A well-selected, adequate book collection should not be considered a library until it has been properly classified and catalogued. Libra-

rians universally urge the importance of thus organizing the materials and rendering them available for effective and economical use. This work requires the skill of an expert and should not be undertaken by a teacher or untrained librarian. It is best to adopt in simplified form the Dewey decimal system of classification. Cataloguing, which is a technical piece of work, will not be treated in detail in this book. Detailed suggestions for cataloguing a school library are given in references at the close of this chapter. A simple, adequate system will cause even a relatively small collection of library materials to function to greater advantage than a large uncatalogued collection.

*Miscellaneous features of library organization.* There are minor phases of library organization which in the aggregate have a definite influence upon the general effectiveness of the library program. For guidance in handling these technical details the librarian should consult standard references, some of which are listed at the close of this chapter. The routine of processes in putting the library in order as tabulated by one authority [1] is given below:

1. Preparation of shelving.
2. Collecting the books belonging to the library.
3. Ordering supplies.
4. Sorting the books into groups.
    a. Discards.
    b. Books to be rebound.

[1] Wilson, Martha. *School Library Management.* New York, H. W. Wilson Co., Publishers, 1925.

c. Books to be mended.
d. Books in good condition and of known usefulness.

5. Mending books in need of repair.
6. Removing old labels from the backs.
7. Mechanical preparation of new books.
8. Placing the book pocket on inside front or back cover.
9. Classification.
10. Accessioning.
11. Writing book card.
12. Marking books on the back.
13. Arrangement on shelves.
14. Marking shelves. Posting classification outline.
15. Checking school list.
16. Charging records.
17. Making the card records.
    a. Shelf list.
    b. Catalog.

NOTE: Country schools would omit Processes 16 and 17.

*Summary.* In this chapter the purpose has been (1) to suggest certain external points of contact and sources of cooperative aid which may be used in establishing and maintaining elementary school library service and (2) to indicate briefly the internal aspects of library organization which underlie the efficient functioning of this institution. The treatment of the progressive steps through which it tends to develop from the classroom stage to an organized central unit

should be ample proof of the advantages of thoroughly organized book and magazine collections. All these features of organization and administration, whether external or internal, should always be fully evaluated and directed toward the richest possible program of pupil activities, consideration of which is presented in Chapter II.

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# CHAPTER VI

## PRINCIPLES AND PROCEDURES IN LIBRARY TRAINING

*Need for library training.* As explained in the first chapter of this book, one of the major objectives of the elementary school library is to develop skill and resourcefulness in the use of varied library facilities. The purpose involved is in full accord with working for "Skillful use of books, libraries, and sources of information," a reading objective thus defined in the Twenty-fourth Yearbook of the National Society for the Study of Education. The implications are obvious. We are committed to the expanded and enriched curriculum conceived in terms of children's activities. Approved procedure in the teaching of reading in the primary grades prepares most children for reading independently during the second or third school year. This ability to acquire vicarious experience through reading brings a response in the unprecedented variety of reading materials that are being made available for children's use.

These general considerations point to the need for library training. Stating the problem in more specific terms, the reasons for a long series of well graded, adequately varied lessons on the use of the library become apparent. Some of the more important reasons are here

discussed as a logical approach to the suggested course of study.

1. Care of books. Practically all children need thorough training in the proper care of books. This work is begun in the first grade and continued for several years. Its phases include personal cleanliness, opening of new books, turning of pages, use of book marks, and the correct way of placing books upon the shelves. Plainly, these lessons are primarily of the appreciation type, and the pupil will not master them independently.

2. Parts of the book. These lessons are approached through informal discussions of the historical background of book making. With this knowledge, every child should appreciate the patience and labor that have resulted in the production of the modern book.

Pupils must be taught to identify the parts or features of the book, also to use them intelligently when making use of the book. Here again, instruction is essential. Typical assignments now require the selection and organization of materials from more than one book. The pupil must know how to locate and evaluate materials rapidly. In this work he resorts to the index, preface, table of contents, and frequently the copyright date. With these aids, he can quickly find out whether the given book contains materials that will be useful to him in solving his problem.

3. How a book is made. Children are easily interested in these lessons. The appreciation factor is prominent. Definite information relative to the sections, super, hinges, end papers and fly leaves, cover, bind-

ings, and book plates strongly inclines the individual to respect the book and to handle it with care.

4. Alphabetical arrangement and drill. The dictionary is in almost constant use in the modern classroom and library. Knowledge of alphabetical arrangement is the key to rapid use of this source of information.

5. Use of the dictionary. (See Chapter VIII for outline of useful lessons on the use of the dictionary.) The average child probably thinks of the dictionary as a list of words so ponderous that the one he is seeking tends to elude the most diligent search.

This attitude can be overcome through much practice in looking up words. In addition, the pupil should become acquainted with the special features of this wonderful store of information. Throughout his school career and even later in life he will find use for the information contained in various sections as: (a) Flags and arms of nations, (b) Proper names, (c) Plates, (d) Foreign names and phrases.

6. Arrangement of books. Library practice has developed uniform standards for arranging books on the shelves. The child should be taught the accepted practice so that he will be able to use any standard library intelligently. He should be able to adjust himself quickly in a strange library and to find the sections devoted to fiction, biography, and books on special subjects such as: fairy tales, history, travel, nature books, etc.

7. Catalog. These are technical lessons to be developed at the upper grade level. The child is now able

to appreciate the value of an alphabetical list of all books, subjects, and authors in the library. He should be trained to use the catalog independently, to depend upon it when trying to find out whether the materials he needs are in the library.

8. Encyclopedia and World Almanac. Upper grade pupils have daily need for consulting these rich sources of information. Their make-up is contrasted with that of the dictionary and their distinguishing features are pointed out. For instance, the encyclopedia is an alphabetical list of subjects rather than words, and it usually has several volumes. The World Almanac has one volume, presents tabloid information, is concise and deals with matters of current interest.

Courses of study in library instruction for use in elementary schools have been developed in a number of cities. These graded exercises familiarize the child with the facilities of the library and gradually develop in him the power and disposition to use those facilities with increasing skill and understanding.

*The course outlined by grades.* A tabular form of presentation has several advantages. In the first place, general topics or phases require only a single statement. Secondly, subdivisions of topics can be presented so as to indicate not only the initial grade in which the training should be introduced, but also the period during which the instruction should be continued or reviewed. Finally, this plan of outline facilitates ready reference to different phases of the course.

The outline submitted in this chapter is probably representative of the work that is now being done in

elementary school libraries whose heads have had one or more courses in library practice. The greater part is taken from the course of study in library training as prepared by the Portland Public Library primarily for use of teacher-librarians in the platoon schools of Portland, Oregon. It is offered here as a suggestive range and grading of suitable topics, not as a course to be followed implicitly.

It is scarcely necessary to explain that the asterisks indicate the grade in which a given topic is first introduced, also continuity of treatment. "R" indicates reviews.

*Adapting Library Training to Local Needs and Conditions.* Opportunities and demands for training in library practice depend upon various factors such as, organization of the school, organization and equipment of the library, accessibility of a public library, and the training of the school librarian. The well-organized and skillfully administered library, equipped with an adequate supply and range of materials, is a laboratory in which a full course of training can and should be successfully executed. This does not mean, however, that the school without a separate library unit has no responsibilities in this field. The rural school with library alcove, the village and town schools, with classroom libraries, the city school within reach of the public library, each has numerous obligations to meet. In all progressive schools, provision is made for reading for pleasure and for information.

Dictionaries, atlases, encyclopedias, pamphlets, etc., are being supplied in larger numbers. Accordingly, the

| Course of Study in Library Training | Grades | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1 & 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| I. Develop by informal discussion: | | | | | | | |
| 1. Definition of a library: | | | | | | | |
| a. Place to get books and information | * | * | | | | | |
| b. The public library: Tax supported, people pay taxes. Library belongs to all the people | | | * | R | | | |
| 2. Responsibilities in connection with libraries: | | | | | | | |
| a. Borrower promises to take care of books and return them promptly | * | * | R | R | R | R | R |
| b. Library atmosphere—a quiet, attractive room | * | * | * | R | R | R | R |
| c. Pupil, having selected a book, sits quietly at table; does not run back and forth | * | R | R | | | | |
| d. School and public library rules read and discussed | | * | * | R | R | R | R |
| 3. Care of books: | | | | | | | |
| a. Shelving: | | | | | | | |
| (1) Shelving of books: right side up and backs out | * | R | R | | | | |
| (2) Books selected from shelves through reading of shelf labels, e.g., easy books, picture books, fairy tales | | * | | | | | |
| b. Directions for care of books in library and home: | | | | | | | |
| (1) Clean hands | * | * | R | R | | | |
| (2) New books opened carefully | * | * | R | R | | | |
| (3) Pages turned by upper right hand corner | * | * | R | R | | | |
| (4) Book mark to keep place | * | * | R | R | | | |
| (5) Book kept in safe place at home | * | * | R | R | | | |
| (6) Books wrapped on rainy days | * | * | R | R | | | |
| (7) How to take books from shelves without tearing the books | | * | * | R | R | | |
| (8) How to replace books on shelves without crowding or breaking the bindings | | * | * | R | R | | |

| Course of Study in Library Training | Grades | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1&2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 4. Games: | | | | | | | |
| a. Mother Goose pictures, children fit rhymes | * | | | | | | |
| b. Fairy-tale pictures. Children arrange in sequence, each telling part of story illustrated by his picture | * | * | | | | | |
| c. Pictures from other familiar books. Children identify them and tell author and title | | * | | | | | |
| 5. Story of the book. (Correlated with work in geography and history as opportunity arises.): | | | | | | | |
| a. Story telling. b. Egyptian hieroglyphics. c. Picture-writing. d. Manuscript book. e. Printing-press. f. Modern books | | * | R | R | | | |
| 6. Materials: | | | | | | | |
| a. Stone tablets—The Ten Commandments. b. Baked Clay—Babylonian—Nippur Library. c. Papyrus. d. Parchment. e. Paper. f. Block books—carved letters—idea of making own type. g. Movable type | | * | R | R | | | |
| 7. Parts of the book: | | | | | | | |
| a. Title page: | | | | | | | |
| (1) Drill in distinguishing author and title in readers and other books | | * | R | | | | |
| (2) Copyright date | | | * | | | | |
| (3) Children name titles and authors of a few books they have read | | * | | | | | |
| b. Table of contents: a list of chapters or stories in the order in which they occur in the book. Where found? Of what use? | | * | R | | | | |
| c. Preface: author's reason for writing the book | | | * | | | | |
| d. Text of the book | | | * | | | | |
| e. Index: an alphabetical list of topics in a book with the pages on which each is discussed | | | * | R | | | |

| Course of Study in Library Training | Grades | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1 & 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 8. How a book is made: | | | | | | | |
| a. Sections—illustrate by folding paper. b. Super. c. Hinges. d. End papers and fly leaves. e. Cover. f. Bindings. g. Book plates. Get samples from publishers. h. Cost of books—original and from re-binding | | | * | R | | | |
| 9. Alphabetical arrangement and drill: | | | | | | | |
| a. Explanation of necessity for knowledge of alphabetical arrangement—index, dictionary | | | * | R | | | |
| b. Children recite the alphabet. Drill varied—what letter comes before K, after S, etc | | | * | * | | | |
| c. Test[1] in alphabetical arrangement— | | | | | | | |
| Dictionary Test | | | | | | | |
| (Name..... Grade..... Room..... Date.....) | | | | | | | |
| I. Writing letters in alphabetic order: | | | | | | | |
| 1. From d to n | | | * | * | R | | |
| 2. From m to z | | | * | * | R | | |
| 3. From s to x | | | * | * | R | | |
| 4. From b to k | | | * | * | R | | |
| II. Rearranging groups in alphabetic order: | | | | | | | |
| 1. fri pre dro per mon | | | * | * | R | | |
| 2. at ans ax amn ap | | | * | * | R | | |
| 3. cond cas comm centi con | | | * | * | R | | |
| 4. stu sti sup spi smo | | | * | * | R | | |
| III. Writing words in alphabetic order: | | | | | | | |
| 1. Five words that begin with "s." The first word is *sand.* Think of four others and write them in alphabetic order: | | | | | | | |
| a. sand b.....c.....d.....e..... | | | | | * | * | * |
| 2. Five words that begin with "d." The first work is *day.* | | | | | | | |
| a. day b.....c.....d.....e..... | | | | | * | * | * |

[1] King, Wm. A. *Dictionary Test.* First Yearbook, Department of Elementary School Principals, N. E. A., 1922, page 106.

| Course of Study in Library Training | Grades | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1 & 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 3. Five words that begin with "ca." The first word is *cab*. a. cab b.....c.....d.....e..... | | | | | * | * | * |
| 4. Five words that begin with "cr." The first word is *crab*. a. crab b.....c.....d.....e..... | | | | | * | * | * |
| Score: I II III IV Total Right..... Wrong..... Note: "Right" means entirely right. | | | | | | | |
| d. Drill in finding topics in index..... | | | * | * | R | | |
| e. Lists of illustrations, maps, etc..... | | | * | * | R | | |
| f. Game: Children arrange themselves alphabetically by their names ..... | | | R | R | | | |
| 10. Dictionary: | | | | | | | |
| a. Consideration of simpler features of alphabetical arrangement | | | * | | | | |
| b. Definition: list of words arranged alphabetically with definitions and other information..... | | | | * | R | R | R |
| c. Comparison with index of books..... | | | | * | R | | |
| d. Practice work in looking up words: | | | | | | | |
| (1) Thumb index ..... | | | | * | R | R | R |
| (2) Guide words at tops of pages..... | | | | * | R | R | R |
| (3) Arrangement of words..... | | | | * | R | R | R |
| (4) Information—(a) Definitions. (b) Synonyms. (c) Abbreviations. (d) Contractions ..... | | | | * | R | R | R |
| (5) Special features—(a) Flags and arms of nations. (b) Proper names (Gazetteer). (c) Plates. (d) Foreign names and phrases..... | | | | * | R | R | R |
| NOTE: Publishers of important dictionaries will send pamphlets containing dictionary games, also sample sheets. | | | | | | | |

| Course of Study in Library Training | Grades | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1&2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 11. Arrangement of books: | | | | | | | |
| a. Fiction—alphabetically by author's last name | | | * | R | | | |
| b. Books on special subjects—point out shelves for Fairy tales, History, Travel, Nature books and need of keeping book in its right place | | | * | R | | | |
| c. Biography—alphabetically by last name of person written about | | | | * | R | | |
| d. Individual practice in finding books when author's last name is given | | | | * | R | | |
| 12. Arrangement by subject: | | | | | | | |
| a. Reasons for arranging books by subjects | | | | | * | R | R |
| b. Classification. Use blackboard. Develop from them simple general outline with the children calling for subjects | | | | | * | R | R |
| (1) Class numbers: 000, General works; 100, Philosophy; 200, Religion; 300, Sociology; 400, Language; 500, Natural Science; 600, Useful Arts; 700, Fine Arts; 800, Literature; 900, History; 910-19, Geography and Travel; 920-29, Collective Biography; 930-999, History by countries | | | | | * | R | R |
| (2) Call numbers fitted to subjects suggested by the children. Popular books used to illustrate | | | | | * | R | R |
| (3) Convenience of call numbers in finding and putting away books explained | | | | | * | R | R |
| (4) General practice in finding books on shelves, when call numbers are given | | | | | * | R | R |

| Course of Study in Library Training | Grades | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1 & 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 13. Catalog: | | | | | | | |
| a. Definition: an alphabetical list of all books, subjects, and authors in the library. Index of library | | | | | | * | R |
| b. Why arranged on cards. Book catalog soon out of date | | | | | | * | R |
| c. Catalog gives three kinds of information about a book: (1) who wrote it—author card; (2) its title—title card; (3) what it is about—subject card. Use sample cards | | | | | | * | R |
| d. Relation between call numbers and location on shelves | | | | | | * | R |
| e. Drill on author, title, subject, call number | | | | | | * | R |
| f. Guide letters on catalog drawers explained | | | | | | * | R |
| g. Practice work. Give out cards with questions calling for authors, titles, and subjects to be found in the catalog | | | | | | * | R |
| 14. Encyclopedia: | | | | | | | |
| a. Definition: and alphabetical list of subjects rather than words. Distinguish from dictionary | | | | | | * | R |
| b. Alphabetical arrangement and usually in several volumes. Mention on vol. type such as Champlin | | | | | | * | R |
| c. Guide letters. Put guide letters on blackboard such as Vol. 1 A-Bee, Vol. 2 Beec-Chills. Children tell in which volume each of several subjects is found | | | | | | * | R |
| d. Bibliography at end of articles | | | | | | | |
| e. Topics distributed to be looked up by the pupils. Give some cross references | | | | | | * | R |
| 15. World Almanac: | | | | | | | |
| a. Kinds of information. See index following advertising section. Have children name various subjects found, as: Commerce and Industry, Education, Sports, Statistics | | | | | | | * |
| b. How it differs from encyclopedia—one vol., published yearly, tabloid information—concise and of current interest | | | | | | | * |

| Course of Study in Library Training | Grades | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1 & 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 16. Book reviews. (As outlined in Portland, Oregon, Course of Study): | | | | | | | |
| a. Folk-lore, humorous stories, simple Nature stories..... | | | * | | | | |
| b. Animal stories, Myths and legends..... | | | | * | | | |
| c. Biography, History and Adventure stories..... | | | | | | * | |
| d. All eighth grade pupils shall read and review books chosen from an especially recommended list, such as Magic Gateways, put out by the Library Association of Portland..... | | | | | | | * |

*Measurement of Progress in Library Training.*

The keeping of records of individual progress in library training is essential. The samples[1] given below are offered as "Two very simple beginnings toward a method for checking library instruction." The first one is "Designed to tell: (1) Where each child is. (2) At what grades he covered each point. (3) How much material is gained ahead of scheduled place in course of study."

[1] *Platoon School Libraries.* Part II. Published by Detroit Teachers' College, 1926.

LIBRARY PROGRESS CARD

Name..... Name of School.....

| | Sec. No. Date | Objectives for Grades 1–3 | Alphabetical Arrangement | Index | Atlas | Encyclopedia | Card Catalog | Who's Who | History and Parts of Books | World Almanac | Dictionaries New Int. | Reader's Guide | Classification |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| $B_1$ | | | | | | | | | | | | | |
| $A_1$ | | | | | | | | | | | | | |
| $B_2$ | | | | | | | | | | | | | |
| etc. to $A_8$ | | | | | | | | | | | | | |

readers of these sources of information must be trained to use them with greater skill and discrimination. The ability to do cross-reference work, to select and organize materials from various sources, is in demand. Hence, the teacher who thoroughly analyzes her problem will find numerous ways in which she can help her pupils to read and to study more intelligently and effectively. It is suggested that a survey be made of the items in the course of study outlined in this chapter for the purpose of selecting units suited to the local needs. These topics should then be reorganized into a systematic outline for use in the given classroom or school. Such topics as Care of Books, Parts of a Book, Alphabetical Arrangement, Dictionary, and Encyclopedia can be profitably treated even though the school has neither library nor trained librarian.

The school that is situated near a public library or

| | Points | Grace | Robert | Ruth | George | Russell |
|---|---|---|---|---|---|---|
| Physical book | 3 | | | | | |
| Printed parts of a book and use | 4 | | | | | |
| Alphabetical Arrangement | 1 | | | | | |
| Dictionary | 2 | | | | | |
| World Book | 3 | | | | | |
| International Encyclopedia | 3 | | | | | |
| International Yearbook | 2 | | | | | |
| Who's Who | 3 | | | | | |
| World's Almanac | 3 | | | | | |
| Periodical Indexes | 3 | | | | | |
| Arrangement of fiction | 3 | | | | | |
| Numerical and Alphabetical arrangement of non-fiction | 5 | | | | | |
| Catalog (Arrangement; Use) | 5 | | | | | |
| Public Library Use | 5 | | | | | |
| Group Leader: Best qualified in his group | 5 | | | | | |
| Page: One who thoroughly understands arrangement of books | 7 | | | | | |
| Assistant Librarian: Second in class as to qualification | 8 | | | | | |
| Librarian: Best qualified in class | 10 | | | | | |
| Total Points which can be made in "Library Activities" | 75 | | | | | |

NOTE: Detailed explanations of the items accompanied the "Library Activities" Chart. A few of them are reproduced here:

Printed Parts of a book and Use ..... Purpose and use of: title page, preface, table of contents, list of illustrations, introduction, text, appendix, index, and concordance.

Who's Who in America... Purpose and arrangement. (Biographical sketches of famous living Americans.)

Periodical Indexes ..... Purpose and arrangement. (Index of recent magazine articles.)

Public Library Use ..... Borrower's card, location of branch, rules, story hour.

Group Leader ..... (Best qualified of his group.) (1) Will have chart for his group ready for use at each class meeting. (2) He will assist group or class librarian in any way he is able.

Librarian ..... (Best qualified in class.) Librarian will see that the library machinery runs smoothly: charging, slipping, paging, etc., assist in reference work whenever possible, and assist in finding material for and arrangement of bulletin boards.

one of its branches should avail itself of every opportunity to use that agency in giving the pupils library training. Arrangements should be made with the children's librarian for library lessons to be given at the school and especially at the library. Whole classes may be taken there for lessons in library practice, the children working during the period in one or more groups as the librarian directs. Such an institution in the community should be used as fully as possible by the school. If its materials are adequate and well selected, and its staff includes a librarian who knows children, children's literature, and how to bring them together, the library should become a vital factor in supplementing the work of the school.

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*Public Library Service to Elementary Schools.* Los Angeles Public Library, 1925. A valuable 72-page booklet. Price, 25 cents.

Wilson, Martha. *School Library Management.* New York: H. W. Wilson Co., 4th edition, 1925.

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# CHAPTER VII

## SELECTION OF LIBRARY MATERIALS

This chapter will consist mainly of a compendium of suggestions or hints on book selection, and book and magazine lists that have been assembled or compiled for the purpose of facilitating correct choices and procedure in initiating or expanding elementary school library service.

*Guiding Principles.* Before the initial purchase or additions to the present stock of reading materials are made, the responsible parties should have clearly in mind the educational ends to be accomplished through the library. This implies broad-minded consideration of the various interests to be served—individual children, different departments of the school, teachers, etc.

The amount of library funds available each year must be ascertained and invested so as to maintain proper balance in the resources of the library. For instance, if a school must initiate library service on a small scale, should its first purchase consist entirely of books and magazines for recreational reading or should provision be made for a standard children's encyclopedia, and other kinds of reference reading? At what stage in the development of the library should

consideration be given to the buying of beautifully illustrated, expensively bound volumes?

It is important that books and other materials for the school library be selected locally, as this plan results in the provision of much reading matter that appeals to the interests of the pupils who will use it. In all this work, skilled librarianship is at a premium. As far as possible, local experts of the children's department in the public library should be consulted. They will be found ready and anxious to assist.

1. Book lists.
   a. Source. Is the compiler reasonably familiar with child psychology and the modern elementary school curriculum?
   b. Emphasis. Is it correct as to literary standards?
   c. Geographical aspects. Does the treatment meet the needs of the school to be served?
   d. Range of titles. Avoid the purchase of many titles on the same subject.
   e. Editions and binding. Make a thorough inquiry. Require as far as possible large type, good paper, worth-while illustrations, bright colors, and general attractiveness.
2. Subscription sets. Time spent in examining vital features—origin, editorship, type, paper, illustrations, copyright date, cost, etc.,—is better than time spent in listening to the agent's portrayal of merits. In all cases, the set in ques-

tion should be checked against approved book lists for children.

*Book list for local use.* In many schools library materials must be selected by principals and teachers who are not fully qualified to choose the books and magazines intelligently. Nevertheless, serious mistakes can be avoided. By the use of a few of the most valuable lists, and without undue labor, a list of materials adapted to the interests of the children to be served can be compiled. These are among the most useful and reliable sources:

A. L. A. Catalog, 1926. (See Children's Section.) 86 E. Randolph St., Chicago. Price, $6.00.

N. E. A. *Graded List of Books for Children.* Published by the American Library Association, 86 E. Randolph St., Chicago. Price, $1.50.

Sears Children's Catalog. Third Edition Revised and Enlarged. New York: H. W. Wilson Co., 1925. Price, $12.00.

Sears Children's Catalog, First Supplement, 1926. Price, 60 cents.

Sears Children's Catalog, Second Supplement, 1927. Price, 75 cents.

State Lists for Elementary Schools:

Minnesota: Address Superintendent of Public Instruction, St. Paul.

New York: Address Commissioner of Education, Albany.

Oregon: Address Superintendent of Public Instruction, Salem.

Pacific Northwest Library Association—Subscription Book List:
Cumulation and bulletins. Excellent, but now out of print.
Portland Library Association, Portland, Oregon.

Terman and Lima *Children's Reading*. New York: D. Appleton and Co., 1925. Price, $2.00.

*Twenty-fourth Yearbook of the National Society for the Study of Education*, Part I, Chap. VII. Public School Publishing Co., Bloomington, Ill. Price, $1.50.

Periodicals:

A. L. A. Book List. 86 E. Randolph St., Chicago. Published monthly except July and August. Price, $2.00 per year.

*The Horn Book*. Pub. by Book Shop for Boys and Girls. Address: Women's Educational and Industrial Union, 270 Boylston St., Boston. Quarterly, $1.00 per year.

A list of books carefully chosen from the above named sources supplemented with a list of books particularly adapted to local needs should prove to be a creditable collection for the elementary school library.

*Public Library Lists*. Many excellent book lists have been prepared by public libraries in different sections of the country. Lack of space precludes the presenta-

tion here of actual book titles on any of them; however, a few hints will indicate how they make their various appeals to young readers.

1. Cleveland Public Library. "Books for Home Reading for Children of the Cleveland Public Schools":
   a. First and Second Grades: Easy reading, picture books, Mother Goose. Second Grade, one page of titles.
   b. Third Grade: Things to Do, Stories to Act, Children of Many Lands, History stories, Fairy and Folk Tales, Poetry, Stories of Out-of-Doors.
   c. Fourth Grade: Wonderland and Fairy Lore, Bible Stories, Poetry of Deeds and Heroes, Around the World, Animals, Birds and Nature, Plays, and How to Make and Do Things, Stories.
   d. Fifth Grade: Fairy Tales, Myths and Legends, Stories and Stories of the Saints, Poetry, Men and Deeds, How It Is Done, Animals, Birds and Nature, Around the World, Stories.
   e. Sixth Grade: Heroes, Men and Deeds of Other Lands, Men and Deeds of America, Around the World, Play and Poetry, Invention and How to Make and Do Things, Animals, Birds and Nature, Stories.
2. Carnegie Library of Pittsburgh:
   a. Gateways to Bookland: three series, grades one to eight.

b. Favorite books of well-known people when they were boys and girls. 18 pages, third edition.
c. Christmas Carols and Stories, 1923, 18 pages.
d. Some Books Boys and Girls Like: Grades 1 to 8. Booklet.
e. Books for New Americans: two parts, (1) Easy Books for the Beginner. (2) Books for the More Advanced Reader. 24 pages.
f. Illustrated editions of Children's Books, 1923, 41 pages.

3. Portland, Oregon, Public Library:
a. Favorites, Old and New.
b. Vacation Reading, listed by grades.
c. Good books for Young Folks: Poetry, Science, History, Biography, Sea Stories, Animal Stories, Indian Stories, Bible Stories.
d. What to Read before High School, by grouped grades.

*A school's own special lists.* The establishment and expansion of library service in elementary schools will naturally result in the compilation of special reading lists adapted to local needs and interests. One of the reading objectives applicable to fifth and sixth grade levels as stated in the Seattle course of study in reading is: "The habit of organizing some independent reading with reference to large topics of interest." In the process of attaining this objective, the pupil will find the lists highly useful. He should be encouraged to consult and to use them in selecting books for

reading along lines of his special interest. Many of these lists are organized by subjects, thus facilitating the location of desired materials.

This work leads to the making of annotated card indexes by the individual reader. Having selected his subject, annotations of books which are found helpful are prepared and filed alphabetically either by author or title. These cards are made available to other pupils who may wish to refer to them. Records of purely recreational reading are also kept by means of annotated cards. These informal, spontaneous accounts of books read are more stimulating to other pupils than those prepared by adults, and when systematically filed furnish vital references to the teacher-librarian in reading guidance.

Below are given examples of such lists compiled by Dora S. Craig, while a teacher in the B. F. Day School, Seattle, Washington. The lists have decided value because the books for each unit have been selected so as to include a wide range of literary merit and hence provide for gradual development of desirable reading tastes and appreciations.

1. Adventure Stories:

If you like the books by Altsheler you will like the following books:

*Arctic Stowaways.* Wallace.
Alfred Knowles and his friend Harry Metford were in danger of arrest for running down a man while speeding their automobile. They take refuge on a boat bound for Alaska and are taken north against their wishes.

*Fur Trail Adventures.* Wallace.
*Gaunt Gray Wolf.* "
*Ungava Bob.* "
*Bobby of the Labrador.* "
*Grit A-plenty.* "
*Adventures of Billy Topsail.* Duncan.
A fisher lad's hardy life in bleak Newfoundland, his dog companion Skipper, his encounters with icebergs, whales, seals and a giant squid.
*Billy Topsail & Co.* Duncan.
*Billy Topsail, M.D.* "
*Young Alaskans.* Hough.
Relates the summer adventures of three boys lost in Alaska.
*Young Alaskans on the Trail.* Hough.
*Young Alaskans in the Rockies.* "
*Castaway Island.* Newberry.
Adventures of a gallant soldier of fortune and a sixteen-year-old lad wrecked on Charles Island off the coast of Ecuador.
*Black Buccaneer.* Meader.
A story of bold and bloody encounters with pirates off the American coast in the early days.
*Jim Davis.* Masefield.
Story of smugglers a hundred years ago.
*Story of Jack Ballister's Fortunes.* Pyle.
The experiences of a boy kidnapped from England and sent to a Virginian Plantation, and his adventures with the pirate Blackbeard.
*Treasure Island.* Stevenson.
A story of hidden treasure, buccaneers and adventures by land and sea.

2. Mystery Stories:

*Babette.* Stuart.
A little Creole is stolen from her New Orleans home and brought up among strangers.
*Donald and Dorothy.* Dodge.
Everyday doings of a boy and girl about whom an interesting mystery lingers.
*When Lighthouses are Dark.* Brill.
Three boys and a girl are forced to spend a winter on an

uninhabited island in Lake Superior. When their supplies mysteriously disappear they fear an unknown enemy.

*Polly's Secret.* Nash.

What Polly's secret was and how she kept it.

*Spanish Chest.* Brown.

A great deal of adventure, a touch of mystery and a hint of ghosts make it interesting reading.

*Uncle David's Boys.* Brown.

Story of a pleasant summer vacation spent by a party of boys and girls in northern Vermont, in a country house which boasted a mystery.

*Diantha's Quest.* Knipe.

A story of the trail from St. Joseph's, Missouri, to California. Diantha and her mother and a good old darkey servant, searching for Diantha's father.

*Pool of Stars.* Meigs.

When Elizabeth gives up a trip to Europe in order to prepare for college she little realizes that she is to help solve a mystery and bring happiness to her friends.

*John Baring's House.* Singmaster.

Elizabeth Scott and her brother move from the West to Gettysburg and take up their home in their grandfather's house. They find a mystery surrounding their grandfather's name and finally succeed in solving it.

3. Hunting Stories:

| | |
|---|---|
| *David Crockett, Scout.* | Allen. |
| *Tenting of the Tillicums.* | Bashford. |
| *Training of Wild Animals.* | Bostwick. |
| *Ben Comee.* | Canavan. |
| *Boys of Riccon Ranch.* | Canfield. |
| *Bear Stories.* | Carter. |
| *Lion and Tiger Stories.* | " |
| *Panther Stories.* | " |
| *Grizzly King.* | Curwood. |
| *Wolf Hunters.* | " |
| *In African Forest and Jungle.* | Du Chaillu. |
| *Lost in the Jungle.* | " " |
| *Stories of the Gorilla Country.* | " " |

| | |
|---|---|
| *Beyond the Old Frontier.* | Grinnell. |
| *Jack in the Rockies.* | " |
| *Jack the Young Trapper.* | " |
| *Jack the Young Ranchman.* | " |
| *Young Alaskans.* | Hough. |
| *Young Alaskans in the Rockies.* | " |
| *Young Alaskans on the Trail.* | " |
| *Young Alaskans in the Far North.* | " |
| *Ranch on the Oxhide.* | Inman. |
| *Chilhowee Boys.* | Morrison. |
| *Uncle Tom Andy Bill.* | Major. |
| *Man-Eaters of Tsavo.* | Patterson. |
| *Around the Campfires.* | Roberts. |
| *Good Hunting.* | Roosevelt. |
| *With the Indians in the Rockies.* | Schultz. |
| *Lassoing Wild Animals.* | Scull. |
| *Western Frontier Stories.* | St. Nicholas. |
| *Trapper Jim.* | Sandys. |
| *Lives of the Hunted.* | Seton. |
| *Rolf in the Woods.* | " |
| *Boy's Book of Sports.* | Thompson. |
| *Ungava Bob.* | Wallace. |
| *Wilderness Castaways.* | " |
| *Adventures of Bobby Ord.* | White. |

4. SEA STORIES:

a. ADVENTURES AT SEA:

| | |
|---|---|
| *New Robinson Crusoe.* | Alden. |
| *Sailing the Seas.* | Baldwin. |
| *Oilskin Packet.* | Berkley. |
| *The American Sailor.* | Brooks. |
| *Cruise of the Cachalot.* | Bullen. |
| *Pilot.* | Cooper. |
| *Two Years Before the Mast.* | Dana. |
| *Young Supercargo.* | Drysdale. |
| *Adventures of Billy Topsail.* | Duncan. |
| *Billy Topsail & Co.* | " |
| *Billy Topsail, M.D.* | " |
| *Adrift on an Icepan.* | Grenfell. |

| | |
|---|---|
| *Great Quest.* | Hawes. |
| *Sandman; His Sea Stories.* | Hopkins. |
| *Sandman; His Ship Stories.* | " |
| *Book of the Ocean.* | Ingersoll. |
| *In the Sargasso Sea.* | Janvier. |
| *Famous Privateersman and Adventures of the Sea.* | Johnson. |
| *Dorymates.* | Munroe. |
| *Comrades of the Rolling Ocean.* | Paine. |
| *Voyage of the Hoppergrass.* | Pearson. |
| *Kidnapped.* | Stevenson. |
| *Mystery of the Eric.* | Green. |
| *John Spurling, Fisherman.* | Tolman. |
| *Deep Sea Hunters.* | Verrill. |

b. STORIES OF THE NAVY:

| | |
|---|---|
| *Cleared for Action.* | Allen. |
| *Navy Blue.* | " |
| *Hero of Eric.* | Barnes. |
| *Midshipman, Farragut.* | " |
| *Loyal Traitor.* | " |
| *Yankee Ships and Yankee Sailors.* | " |
| *For the Freedom of the Sea.* | Brady. |
| *Richard Carvel.* | Churchill. |
| *Boy Life in the U. S. Navy.* | Clark. |
| *Cadet Standish, of the St. Louis.* | Drysdale. |
| *Under Drake's Flag.* | Henty. |
| *His Majesty's Sloop; Diamond Rock.* | Huntington. |
| *Westward Ho!* | Kingsley. |
| *Golden Galleon.* | Leighton. |
| *Around the World with the Battle Ships.* | Miller. |
| *Heroes of Our Navy in America.* | Morris. |
| *Man-of-war Life.* | Nordhopf. |
| *Jack Benson's Log.* | Norton. |
| *Midshipman Jack.* | " |
| *Medal of Honor Man.* | " |

5. Humorous Stories:

| | |
|---|---|
| *Monkey that Would Not Kill.* | Drummond. |
| *Book of Cheerful Cats.* | Francis. |
| *Arkansas Bear.* | Paine. |
| *Pictures and Rhymes.* | Newell. |
| *Nonsense Songs and Stories.* | Lear. |
| *Varmint.* | Johnson. |
| *Widow O'Callaghan's Boys.* | Zollinger. |
| *Story of a Bad Boy.* | Aldrich. |
| *Short Stories for Short People.* | Aspinwall. |
| *Alice in Wonderland.* | Carroll. |
| *Wizard of Oz.* | Baum. |
| *Don Quixote.* | Cervantes. |
| *Pickwick Papers.* | Dickens. |
| *Prince and the Pauper.* | Twain. |
| *Tom Sawyer.* | " |
| *Mrs. Wiggs of the Cabbage Patch.* | Rice. |
| *Autocrat of the Breakfast Table.* | Holmes. |
| *Nights with Uncle Remus.* | Harris. |
| *Helen's Babies.* | Habberton. |
| *Clean Peter.* | Hoffman. |
| *Slovenly Pete.* | " |

6. School Stories for Boys:

| | |
|---|---|
| *Behind the Line.* | Barbour. |
| *Captain of the Crew.* | " |
| *Crimson Sweater.* | " |
| *For the Honor of the School.* | " |
| *Forward Pass.* | " |
| *Guarding his Goal.* | " |
| *Half Back.* | " |
| *Left Tackle Thayer.* | " |
| *On Your Mark.* | " |
| *Right Guard Grant.* | " |
| *Spirit of the School.* | " |
| *Tom, Dick, and Harriet.* | " |
| *Weatherby's Inning.* | " |
| *David Blaize.* | Benson. |
| *Archer and the "Prophet."* | Brown. |

| | |
|---|---|
| *Arnold's Little Brother.* | Brown |
| *Four Gordons.* | " |
| *Danny Fists.* | Camp. |
| *Substitute.* | " |
| *Glengarry School Days.* | Connor. |
| *Following the Ball.* | Dudley. |
| *In the Line.* | " |
| *Making the Nine.* | " |
| *On the School Team.* | Earl. |
| *Hoosier School Boy.* | Eggleston. |
| *Hoosier School Master.* | " |
| *Best Foot Forward.* | Finn. |
| *That Football Game.* | " |
| *Junior Cup.* | French. |
| *That Year at Lincoln High.* | Gollomb. |
| *Working thru Lincoln.* | " |
| *High Benton.* | Heyliger. |
| *Spirit of the Leader.* | " |
| *Tom Browne's School Days.* | Hughes. |
| *Varmint.* | Johnson. |
| *Cadet Days.* | King. |
| *College Years.* | Paine. |
| *Boys of St. Timothy's.* | Pier. |
| *Grannis of the Fifth.* | " |
| *Crashaw Brothers.* | " |
| *Dormitory Days.* | " |
| *Harding at St. Timothy's.* | " |
| *Quartet.* | Stoddard. |
| *The Hill.* | Vachell. |
| *Young Barbarians.* | Watson. |

7. Books About the Northwest:

*The Mystery of the Erik.* Green.

A government expedition is sent to explore the northwest passage. The descriptions of the life of the Eskimo, how he hunts, fishes and lives, and of the icebergs are very interesting.

*The Frozen Barrier.* Browne.

Two boys and a university professor explore the region of the Behring Sea.

*The White Blanket.* Browne.
Adventures of two boys while prospecting for gold in the Alaskan wilderness.

*Jack, the Young Canoeman.* Grinnell.
An eastern boy's voyage in a Chinook canoe.

*Boy Scouts in Glacier Park.* Eaton.

*The Shawnee's Warning.* Lange.
A story of the Oregon trail during the days of emigration in 1843.

*Captain Kituk.* Snell.

*Great Sioux Trail.* Altsheler.

*Gold Seeking on the Dalton Trail.* Thompson.

*Young Alaskans.* Hough.
Three boys cast adrift on a dory on the Alaska Coast, show their knowledge of hunting, fishing, managing boats and Indians, and have many exciting adventures.

*Fur Seal's Tooth.* Munroe.

*Snow Shoes and Sledges.* "

*Wilderness Castaways.* Wallace.

*The Quest of the Fish-dog Skin.* Schultz.
In their perilous quest, Pitamakan, the Blackfoot, and Tom Fox, his white friend, travel through the wild unsettled West from the Missouri to the mouth of the Columbia River.

*The Wild Heart.* Squier.
Stories of the wild life of the Puget Sound Country.

*Wolf, the Storm Leader.* Caldwell.
The story of an Alaskan wolf, who became leader of a mail-carrier's train.

*Mooswa and others of the boundaries.* Fraser.
Animal stories, scenes laid in the northwestern part of Canada.

*Polaris.* Baynes.

*Baldy of Nome.* Darling.
Baldy, a dog, is sold to a racing kennel in Nome, Alaska, where he develops into a famous leader of a winning racing team.

*Ox-team Days on the Oregon Trail.* Meeker.
An account of the author's two trips with an ox-team; the first from Iowa to Oregon in 1852; the second, fifty-two years later across the continent from west to east.

*Knights Errant of the Wilderness.* Long.
Tells of the making of the Canadian Northwest and of the men who assisted in founding the Hudson Bay Co.
*Blazing the Way.* Denny.
*First Across the Continent.* Brooks.
Story of the exploring expedition of Lewis and Clark.
*Pioneer Days of Puget Sound.* Denny.
*Winning the Oregon Country.* Faris.
*The Long Trail.* Garland.
The perilous undertaking of a boy who attempts to reach the famous Yukon gold fields by way of the old telegraph trail.
*Adrift on an Ice Pan.* Grenfell.
*Trailmakers of the Northwest.* Haworth.
*Adventures of Billy Topsail.* Duncan.
*Story of Grenfell of the Labrador.* Wallace.
*Bird Woman of the Lewis and Clarke Expedition.* Schultz.
*Hunters of the Great North.* Stefansson.
*Call of the Wild.* London.
Adventures of a St. Bernard dog in the Klondike and his final reversion to the type, when he obeyed the "Call of the Wild" and became the leader of a pack of wolves.
*Stickeen.* Muir.
Brief narrative of the author's perilous escape from an Alaskan glacier during a storm, with the dog Stickeen as his only companion.

8. Boy Scout List:

| | |
|---|---|
| *Adventures in Beaver Stream Camp.* | Major Dugmore. |
| *Along the Mohawk Trail.* | Percy Keene Fitzhugh. |
| *Animal Heroes.* | Ernest T. Seton. |
| *Baby Elton, Quarter-Back.* | Leslie W. Quirk. |
| *Bartley, Freshman Pitcher.* | Wm. Heyliger. |
| *The Biography of a Grizzly.* | Ernest T. Seton. |
| *The Boy Scouts of Black Eagle Patrol.* | Leslie W. Quirk. |
| *Boy Scouts of Bob's Hill.* | Charles P. Burton. |
| *Buccaneers and Pirates of Our Coasts.* | Frank Stockton. |
| *The Call of the Wild.* | Jack London. |
| *Cattle Ranch to College.* | Russel Doubleday. |
| *College Years.* | Ralph D. Paine. |

| | |
|---|---|
| *The Cruise of the Cachalot.* | Frank T. Bullen. |
| *The Cruise of the Dazzler.* | Jack London. |
| *Danny Fists.* | Walter Camp. |
| *Don Strong of the Wolf Patrol.* | Wm. Heyliger. |
| *For the Honor of the School.* | Ralph Henry Barbour. |
| *The Gaunt Gray Wolf.* | Dillon Wallace. |
| *The Gunner Aboard the "Yankee."* | From the Diary of No. 5 of the After Port Gun. |
| *Guns of Europe.* | Joseph Altsheler. |
| *The Half Back.* | Ralph H. Barbour. |
| *Handbook for Boys* (Revised Edition). | Boy Scouts of America. |
| *Handicraft for Outdoor Boys.* | Daniel Beard. |
| *The Horsemen of the Plains.* | Joseph Altsheler. |
| *The Jester of St. Timothy's.* | Arthur Pier. |
| *Jim Davis.* | John Masefield. |
| *Kidnapped.* | R. L. Stevenson. |
| *Last of the Chiefs.* | Joseph Altsheler. |
| *Last of the Plainsmen.* | Zane Grey. |
| *The Last of the Mohicans.* | James F. Cooper. |
| *Pete, Cow Puncher.* | Joseph Ames. |
| *Ranch on the Oxhide.* | Henry Inman. |
| *The Ransom of Red Chief and Other O. Henry Stories.* | |
| *Scouting with Daniel Boone.* | Everett Tomlinson. |
| *Scouting with General Funston.* | " " |
| *Scouting with Kit Carson.* | " " |
| *Through College on Nothing a Year.* | Christian Gauss. |
| *Tommy Reminton's Battle.* | Burton Stevenson. |
| *Tom Strong, Washington's Scout.* | Alfred Mason. |
| *Treasure Island.* | Robt. Stevenson. |
| *20,000 Leagues under the Sea.* | Jules Verne. |
| *Under Boy Scout Colors.* | Joseph Ames. |
| *Ungava Bob; A Tale of the Fur Trappers.* | Dillon Wallace. |
| *Williams of West Point.* | Hugh S. Johnston. |
| *The Wolf Hunters.* | George Grinnell. |

*Attractive editions of some well-known books.* (List compiled November, 1928, by Teachers' Room, Seattle

Public Library.) The well-appointed elementary school library includes some attractive editions of desirable books. Usually, only a few volumes can be supplied at first. In time, a definite policy of increasing the list as rapidly as possible should result in a unit which is a real asset to the library. Following is a carefully chosen list from which fine editions of well-known books may be selected:

Æsop. *Fables;* selected, told anew, and their history traced by Joseph Jacobs. (Macmillan Children's Classics), Macmillan.

Alcott, Louisa May. *Little Men;* il. by Reginald Birch. (Beacon Hill Bookshelf), Little.

Alcott, Louisa May. *Little Women;* il. by Jessie Willcox Smith. (Beacon Hill Bookshelf), Little.

Aldrich, Thomas Bailey. *Story of a Bad Boy;* il. by Harold M. Brett. (Riverside Bookshelf), Houghton.

Andersen, Hans Christian. *Fairy Tales;* tr. by Mrs. E. Lucas; il. by Thomas, Charles, and William Robinson. Dutton.

*Arabian Nights.* Ed. by K. D. Wiggin and N. A. Smith; il. by Maxfield Parrish. (Scribner Series of Illustrated Classics), Scribner.

Austen, Jane. *Pride and Prejudice;* il. by C. E. Smith and H. M. Brock. (Rittenhouse Classics), Macrae Smith.

Barrie, Sir James Matthew. *Little Minister;* il. with photographs of the play. (Green Room ed.), Dodge.

Barrie, Sir James Matthew. *Peter Pan and Wendy;* il. by Mabel Lucie Atwell. (Scribner Series of Illustrated Classics), Scribner's.

Bennett, John. *Master Skylark;* il. by Henry C. Pitz. Century.

Bible. *Children's Bible;* tr. and arr. by Henry A. Sherman and Charles Foster Kent; il. by W. L. Taylor. Scribner's.

Blackmore, Richard Doddridge. *Lorna Doone;* il. by Rowland Wheelwright and William Sewell. (International Classics), Dodd.

Brooks, Noah. *Boy Emigrants;* il. by H. J. Dunn. (Scribner Series of Illustrated Classics), Scribner's.

Browne, Frances. *Granny's Wonderful Chair;* il. by Emma L. Brock. (Macmillan Children's Classics), Macmillan.

Browning, Robert. *Pied Piper of Hamelin;* il. by Hope Dunlap. Rand.

Bulfinch, Thomas. *Legends of Charlemagne;* il. by N. C. Wyeth. (Cosmopolitan Color Books), Cosmopolitan.

Bullen, Frank Thomas. *Cruise of the Cachalot;* il. by Mead Schaeffer. Dodd.

Bulwer-Lytton, Edward George Earle Lytton, Baron Lytton. *Last Days of Pompeii;* il. by F. C. Yohn. (Scribner Series of Illustrated Classics), Scribner's.

Bunyan, John. *Pilgrim's Progress;* il. by Byam Shaw. (Honor Books), Nelson.

Burnett, Frances Hodgson. *Little Lord Fauntleroy;* il. by Reginald B. Birch. (Scribner Series of Illustrated Classics), Scribner's.

Carroll, Lewis, pseud. *Alice's Adventures in Wonderland and Through the Looking Glass;* il. by John Tenniel. (Macmillan Children's Classics), Macmillan.

Cervantes, Saavedra, Miguel de. *Don Quixote;* retold by Judge Parry; il. by Walter Crane. Dodd.

Chaucer, Geoffrey. *Stories of the Canterbury Pilgrims;* retold by F. J. H. Darton; il. by Maria L. Kirk. (Fine Art Juveniles), Stokes.

Cooper, James Fenimore. *Deerslayer;* il. by N. C. Wyeth. (Scribner Series of Illustrated Classics), Scribner's.

Cooper, James Fenimore. *Last of the Mohicans;* il. by N. C. Wyeth. (Scribner Series of Illustrated Classics), Scribner's.

Cooper, James Fenimore. *Spy;* il. by Harold Brett. (Riverside Bookshelf), Houghton.

Craik, Mrs. D. M. M. *John Halifax, Gentleman;* il. by Alice Barber Stephens. (Luxembourg edition), Crowell.

Craik, Mrs. D. M. M. *Little Lame Prince;* il. by Hope Dunlap. Rand.

Dana, Richard Henry, Jr. *Two Years before the Mast;* il. by E. Boyd Smith. (Riverside Bookshelf), Houghton.

Defoe, Daniel. *Robinson Crusoe;* il. by Noel Pocock. (Golden Books for Children), McKay.

Defoe, Daniel. *Robinson Crusoe;* il. by the Brothers Rhead. Harper.

De la Ramée, Louise (Ouida, pseud.). *Dog of Flanders;* il. by Maria L. Kirk. Lippincott.

Dickens, Charles. *Christmas Carol;* il. by Francis D. Bedford. (Macmillan Children's Classics), Macmillan.

Dickens, Charles. *David Copperfield;* il. by Gertrude D. Hammond. (International Classics), Dodd.

Dickens, Charles. *Nicholas Nickleby;* il. by F. Bernard. (Rittenhouse Classics), Macrae Smith.

Dickens, Charles. *Tale of Two Cities;* il. by Harvey Dunn. (Cosmopolitan Color Books), Cosmopolitan.

——Same; il. by Rowland Wheelwright. (International Classics), Dodd.

Dodge, Mrs. Mary Mapes. *Hans Brinker;* il. by George Wharton Edwards. (Scribner Series of Illustrated Classics), Scribner's.

Doyle, Sir Arthur Conan. *White Company;* il. by N. C. Wyeth. (Cosmopolitan Color Books), Cosmopolitan.

Dumas, Alexandre. *Three Musketeers;* il. by Milo Winter. (Windermere Series), Rand.

——Same; il. by Rowland Wheelwright. (International Classics), Dodd.

Ewing, Mrs. Juliana Horatia. *Jackanapes and Other Stories;* il. by H. M. Brock. (Queen's Treasures Series), Harcourt Brace.

Field, Eugene. *Poems of Childhood;* il. by Maxfield Parrish. (Scribner Series of Illustrated Classics), Scribner's.

Franklin, Benjamin. *Autobiography;* il. by Kleber Hall. (Riverside Bookshelf), Houghton.

French, Allen. *Story of Rolf and the Viking's Bow;* il. by Henry Pitz. (Beacon Hill Bookshelf), Little.

Goldsmith, Oliver. *History of Little Goody-Two-Shoes;* il. by Alice Woodward. (Little Library), Macmillan.

Grahame, Kenneth. *Wind in the Willows;* il. by Nancy Barnhart. (Scribner Series of Illustrated Classics), Scribner's.

Hale, Lucretia Peabody. *Peterkin Papers;* il. by Harold M. Brett. (Riverside Bookshelf), Houghton.

Hawthorne, Nathaniel. *Tanglewood Tales;* il. by Milo Winter. (Windermere Series), Rand.

Hawthorne, Nathaniel. *Wonderbook;* il. by Milo Winter. (Windermere Series), Rand.

Hawthorne, Nathaniel. *Wonderbook and Tanglewood Tales;* il. by Maxfield Parrish. Duffield.

Hughes, Thomas. *Tom Brown's School Days;* il. by Louis Rhead. (Rhead's Illustrated Juveniles), Harper.

Hugo, Victor. *Les Miserables;* il. by Mead Schaeffer. Dodd.

Irving, Washington. *Knickerbocker's History of New York;* ed. by Anne Carroll Moore; il. by James Daugherty. Doubleday, Doran.

Irving, Washington. *Rip Van Winkle;* il. by N. C. Wyeth. McKay.

Kingsley, Charles. *Water-babies;* il. by Jessie Willcox Smith. (Popular edition), Dodd.

Kingsley, Charles. *Westward Ho!;* il. by N. C. Wyeth. (Scribner Series of Illustrated Classics), Scribner's.

Lagerlöf, Selma Ottiliana Lovisa. *Wonderful Adventures of Nils;* il. by Mary Hamilton Faye. Doubleday, Doran.

Lamb, Charles, and Lamb, Mary. *Tales from Shakespeare;* il. by Norman Price. (Honor Books), Nelson.

Lang, Andrew. *Blue Fairy Book.* (Washington Square Classics), Macrae Smith.

——Same; il. by Frank Godwin. McKay.

Lorenzini, Carlo. *Pinocchio, the Adventure of a Marionette;* il. by C. Folkard. Dutton.

Macdonald, George. *Light Princess;* il. by Dorothy Lathrop. (Little Library), Macmillan.

Macdonald, George. *Princess and the Goblin;* il. by Maria L. Kirk. (Stories all Children Love), Lippincott.

Malory, Sir Thomas. *Boy's King Arthur;* ed. by Sidney Lanier; il. by N. C. Wyeth. (Scribner Series of Illustrated Classics), Scribner's.

Marryat, Frederick. *Children of the New Forest;* il. by Stafford Good. Scribner.

Marryat, Frederick. *Masterman Ready;* il. by John Rae. Harper.

Masefield, John. *Jim Davis;* il. by Stephen Reid. (Golden Books for Children), Mackay.

Masefield, John. *Jim Davis;* il. by Mead Schaeffer. Stokes.

Masefield, John. *Martin Hyde, the Duke's Messenger;* il. by T. C. Dugdale. (Beacon Hill Bookshelf), Little.

Melville, Herman. *Moby Dick;* il. by Mead Schaeffer. Dodd.

Melville, Herman. *Typee;* il. by Mead Schaeffer. Dodd.

Mother Goose. *Real Mother Goose;* il. by Blanche Fisher-Wright. Rand.

Palgrave, Francis Turner, comp. *Golden Treasury;* il. by Maxfield Parrish. Duffield.

Parkman, Francis. *Oregon Trail;* il. by N. C. Wyeth. (Beacon Hill Bookshelf), Little.

Porter, Jane. *Scottish Chiefs;* ed. by K. D. Wiggin and N. A. Smith; il. by N. C. Wyeth. (Scribner Series of Illustrated Classics), Scribner's.

Rossetti, Christina Georgina. *Sing-Song;* il. by Marguerite Davis. (Little Library), Macmillan.

Ruskin, John. *King of the Golden River;* il. by M. L. Kirk. Lippincott.

Scott, Sir Walter. *Ivanhoe;* il. by Milo Winter. (Windermere Series), Rand.

Scott, Sir Walter. *Kenilworth;* il. by Henry T. Ford. McKay.

Scott, Sir Walter. *Quentin Durward;* il. by C. Bosseron Chambers. (Scribner Series of Illustrated Classics), Scribner's.

Scott, Walter. *Talisman;* il. by Simon H. Vedder. (Illustrated Gift Edition), McKay.

Sewell, Anna. *Black Beauty.* (Washington Square Classics), Macrae.

Sienkiewicz, Henryk. *In Desert and Wilderness;* il. by Remington Schuyler. Little.

Spyri, Mrs. Johanna. *Heidi;* il. by Gustaf Tenggren. (Riverside Bookshelf), Houghton.

Stevenson, Robert Louis. *Black Arrow;* il. by N. C. Wyeth. (Scribner Series of Illustrated Classics), Scribner's.

Stevenson, Robert Louis. *Child's Garden of Verses;* il. by Jessie Wilcox Smith. (Scribner Series of Illustrated Classics), Scribner's.

Stevenson, Robert Louis. *David Balfour;* il. by N. C. Wyeth. (Scribner Series of Illustrated Classics), Scribner's.

Stevenson, Robert Louis. *Kidnapped;* il. by Louis Rhead. (Rhead's Illustrated Juveniles), Harper.

Stevenson, Robert Louis. *Treasure Island;* il. by N. C. Wyeth. (Scribner Series of Illustrated Classics), Scribner's.

Swift, Jonathan. *Gulliver's Travels;* il. by Louis Rhead. (Rhead's Illustrated Classics), Harper.

Thackeray, William Makepeace. *Rose and the Ring;* il. by Gordon Browne. Stokes.

Thatcher, Mrs. Lucy W. Comp. *Listening Child.* (Macmillan Children's Classics), Macmillan.

Twain, Mark (pseud.). *Connecticut Yankee in King Arthur's Court;* il. by Harry Pitz. Harper.

Twain, Mark (pseud.). *Prince and the Pauper;* il. by Franklin Booth. Harper.

Verne, Jules. *Michael Strogoff;* il. by N. C. Wyeth. (Scribner Series of Illustrated Classics), Scribner's.

Verne, Jules. *Mysterious Island;* il. by N. C. Wyeth. (Scribner Series of Illustrated Classics), Scribner's.

Verne, Jules. *Twenty Thousand Leagues under the Sea;* il. by Milo Winter. (Windermere Series), Rand.

Wiggin, Kate Douglas. *Rebecca of Sunnybrook Farm.* (Riverside Bookshelf), Houghton.

Wyss, Johann David. *Swiss Family Robinson;* il. by Elenore Plaisted Abbott. (Washington Square Classics), Macrae.

Yonge, Charlotte Mary. *Dove in the Eagle's Nest;* il. by Beatrice Stevens. Duffield.

*An annual suggested library list.* The following suggested list of books was compiled under the direction of Miss Elizabeth Russum, State Director of Elementary education, by Miss Helen Remsberg, State Traveling Librarian, and Miss Annabel Porter, Children's Librarian of the Seattle Public Library and State Chairman of the Literature Department of the Washington Parent-Teacher Association.

As stated by Mrs. Josephine C. Preston, Superintendent of Public Instruction for the State of Washington, "The purpose of this annual list is to make it possible for every child of elementary school age in the State of Washington to have access to a growing library of well-chosen books. Careful consideration was given to cost and only conservatively priced editions have been recommended. The prices quoted are

net, and the latest obtainable. Discounts will vary." This list was issued February, 1928.

GRADE I

| | | |
|---|---|---|
| Anderson, H. C. *Ugly Duckling* (Happy Hour) | Macmillan | $ .50 |
| ——*Chicken Little* (Happy Hour) | Macmillan | .50 |
| Grimm, Jacob and William. *Hansel and Gretel* (Happy Hour) | Macmillan | .50 |
| Mother Goose. *Handy Pandy* (Bye-Lo Series) | Rand | .35 |
| Mother Goose. *Hot Cross Buns* (Bye-Lo Series) | Rand | .35 |
| Mother Goose. *Wee Willie Winkie* (Bye-Lo Series) | Macmillan | .50 |
| Potter, Beatrix. *Tailor of Gloucester* | Warne | .75 |
| Potter, Beatrix. *Tale of Benjamin Bunny* | Warne | .75 |
| Potter, Beatrix. *Tale of Peter Rabbit* | Warne | .75 |
| | Approximately | $ 5.00 |

*If you have more money add these books to above list:*

| | | |
|---|---|---|
| Bannerman, Helen. *Little Black Sambo* | Stokes | $ .75 |
| Grover, E. O. *Overall Boys* (Text Book Ed.) | Rand | .75 |
| Grover, E. O. *Sunbonnet Babies Primer* (Text Book Ed.) | Rand | .75 |
| Mother Goose. *Jack and Jill* | Rand | .35 |
| Mother Goose. *Real Mother Goose* | Rand | 2.00 |
| Wiley, Belle. *Mother Goose Primer* | Merrill | .64 |
| | Approximately | $10.00 |

*If you have more money add these books to lists above:*

Bianco, M. W. *Velveteen Rabbit*.....Doran ..... $ 1.25
A much loved toy animal is turned by magic into a live rabbit.

Brooks, Dorothy. *Stories of the Red Children*. Educational Pub. Co. .... .60
What little Indian children believe about the wind, stars, rain and other wonders of nature.

LeFevre, Felicite. *Cock, the Mouse, and the Little Red Hen*.....Macrae ..... 1.00
The three lived together in a little house with the little red hen doing all the work, and when the old fox came to call, it was she who saved them.

LeFevre, Felicite. *Little Grey Goose*.....
"A white duck goes hunting for her yellow shoes and stockings to wear to the little red hen's birthday party."

Orton, H. F. *Little Lost Pigs*.....Stokes ..... 1.25
Rosaline and Piggy Joe are honest-to-goodness little pigs who run away and are found by Sport, the farm dog.

Approximately..... $15.00

## GRADE II

Clark, Margery. *Poppy Seed Cakes*.....Doubleday .... $ 2.00
"Stories about Andrewshek, Ertminka, their Auntie Katshukak, and the goat which give the milk for the poppy seed cakes."

Lansing, M. F. *Rhymes and Stories*.....Ginn ..... .64
Do you know the story of Three Billy Goats Gruff and how they crossed the bridge? Here you can learn of them and of chicken little, and other good friends.

LaRue, M. G. *F-u-n Book*.....Macmillan .... .68
Stories of real fun, about the little tin train that lived in the toyshop; Dotty and Spotty, the selfish kittens, and poor little Bobby's Christmas.

Lofting, Hugh. *Story of Mrs. Tubbs*.....Stokes ..... 1.25
"Peter Punk, the dog; Polly Ponk, the duck; and Patrick Pink, the pig, take care of poor old Mrs. Tubbs and finally bring her back to her farm."

Olmstead, E. G., and Grant, E. B. *Nan and Ned in Holland*.....Row ..... .68
When Nan and Ned visited their cousins in Holland they saw queer windmills, canals and Dutch dogcarts. When winter came they skated, and saw ice boats carrying butter and cheese to market.

Approximately..... $ 5.00

*If you have more money add these books to above list:*

Carrick, Valery. *Picture Tales from the Russian* ..... Stokes ..... $ 1.25
Once upon a time there was an old man and his wife who had a speckled hen and the hen laid an egg of gold. There are other good stories too, of "once upon a time" in this book.

LaRue, M. G. *Under the Story Tree*..... Macmillan .... .76
Here are stories of Pig-Pig; the two little roosters, Whitey and Blacky; and the story of the runaway sled that went bumpety, bumpety.

Rossetti, C. *Sing-Song*..... Macmillan .... 1.00
Do you know the verses, "Who has seen the Wind?" "Boats sail on the rivers?" "If a pig wore a wig?" Read these and then you will want to read all of them.

Wells, Rhea. *Peppi, the Duck*..... Doubleday .... 2.00
This little duck wanted to be a soldier, but instead he became the pet of his little master and went with him to the fair.

Approximately..... $10.00

*If you have more money add these books to lists above:*

Grover, E. O. *Overall Boys in Switzerland*.... Rand ..... $ .85
The boys travel with their father and mother, tramp over passes and glaciers, make friends with the Swiss children, learning how they live.

Orton, H. F. *Bobby at Cloverfield Farm*..... Stokes ..... 1.00
Bobby's good time on the farm with a dog and a horse.

Poulsson, Emilie. *Runaway Donkey*..... Lothrop ..... 1.50
Rhymes about Barney, the donkey; Rollo, the pony; Midget, the dog, and the children who owned them.

Pyle, Katharine. *Careless Jane*..... Dutton ..... 1.25
"Twelve tales of a wicked boy and girl, of careless Jane and boisterous Ann."

Skinner, E. L. *Nursery Tales from Many Lands* ..... Scribner's ..... .72
While the little white rabbit was at market some one moved into her house. There are other good stories, too.

Approximately..... $15.00

## GRADE III

Æsop. *Fables* (Children's Classics) .....Macmillan .... $ 1.75
Some of the fables are, the wolf and the lamb; the lion's share; the goose with the golden eggs.

Barrie, J. M. *Peter Pan* (Perkins Ed.).....Silver ..... .92
"Peter Pan did not wish to grow up, so he ran away and lived with the fairies. With the help of his friends he conquered the pirates in the never-never land."

Lucia, Rose. *Peter and Polly in Spring*.....Am. Book Co.. .60
Story of the home life and frolics of a little brother and sister who live on the farm.

Stevenson, R. L. *Child's Garden of Verse* (Small Ed.) .....Rand ..... .75
Poems you are sure to like because they were written just for you about things you know or wonder about.

Approximately..... $ 5.00

*If you have more money add these books to above list:*

Aspinwall, Mrs. Alicia. *Short Stories for Short People* .....Dutton ..... $ 2.00
You will here find the stories of the little boy who rode on the back of a quick-running squash; of an elephant just eight inches long; and of an iron dog who came to life.

Dussanze, Alice. *Little Jack Rabbit* (Little Lib.) .....Macmillan .... 1.00
"The fox, the nightingale, the cuckoo, and the hedgehog all have adventures with the Jack Rabbit family."

Phillips, E. C. *Wee Ann*.....Houghton ..... 1.50
Everyday doings and good times at Grandmother's house in the country.

Skinner, A. M. and E. L. *Merry Tales*.....Am. Book Co.. .52
"The doings of the monkey; and the crocodile, the jackal, and the camel and other fairy tales which will make you laugh."

Approximately..... $10.00

*If you have more money add these books to lists above:*

Casserley, Anne. *Michael of Ireland*.....Harper ..... $ 1.50
"The adventures of Michael, the Flanigan pig, the goats, the fairies and their stolen baby."

Emerson, C. D. *Merry-go-round of Modern Tales* .....Dutton ..... 2.00
About real things for boys and girls, including an alarm clock, an automobile, a typewriter, and a merry-go-round.

Fyleman, Rose. *Fairies and Chimnies*.....Doran ..... 1.25
"Are there fairies in your garden and everywhere?
On every leaf of every tree
A fairy sat and smiled at me."

Perkins, L. F. *Eskimo Twins* (School Ed.)...Houghton .... .88
"Menie and Monnie were twins and their two little dogs were twins and they all lived together way up north in a snow house that never melted."

Approximately..... $15.00

## GRADE IV

Carroll, Lewis. *Alice in Wonderland and Through the Looking Glass* (Children's Classics) .....Macmillan .... $ 1.75
"Was there ever a funnier story than this of the queer things Alice did and saw when she followed the White Rabbit through his hole into Wonderland?"

Kipling, Rudyard. *Just So Stories*.....Doubleday .... 2.00
Stories from the "High and far-off times when everybody started fair" and animals could talk and things were not as they are today.

Lofting, Hugh. *Story of Dr. Dolittle* (Popular Ed.) .....Stokes ..... 1.50
The sick monkeys asked funny kind Dr. Dolittle, who knew their language, to come to Africa to cure them.

Approximately..... $ 5.00

*If you have more money add these books to above list:*

Beston, H. B. *Firelight Fairy Book*.....Atlantic ..... $ .80
There are new marvels in fairy land such as the Treasure Castle, the city under the sea, and beautiful lantern land.

Craik, D. M. *Little Lame Prince* (Children's Classics) .....Lippincott .... .75
A little lame prince and his nurse are shut away in a high tower in a great plain. He is very lonely until fairy godmother brings him a wonderful traveling cloak.

Hawthorne, Nathaniel. *Wonder Book and Tangelwood Tales* (Washington Square Classics) .....Macrae ..... 1.50
"Here are the journeys of Jasson in his quest for the golden fleece, of Hercules in his search for the golden apples, and many other stories of Greek Heroes."

White, S. E. *Magic Forest* (Little Lib.).....Macmillan .... 1.00
"When Jimmy went to sleep he was riding on the train with his mother. When he woke up he found himself alone in the forest. Then the Indians came and a very different life began for Jimmy."

Williston, T. P. *Japanese Fairy Tale* (First Series) .....Rand ..... 1.00
Strange stories of old Japan with colored pictures by a Japanese artist.

Approximately..... $10.00

*If you have more money add these books to lists above:*

Babbitt, E. C. *Jataka Tales* (Illus. by El. Young) .....Century ..... $ 1.25
Old, old animal stories from India. About the turtle who would not be silent, the ox who envied the pigs, etc.

Brown, A. F. *In the Days of Giants*.....Houghton .... 1.50
Stories of the mischievous Loki, Baldur the Beautiful, Idun of the golden apples, and other tales told of old by Norse folks.

Craik, D. M. *Adventures of a Brownie* (Children's Classics) .....Lippincott .... 1.50
In which the Princess and Curdie, aided by the great-great-grandmother overcame the wicked goblins of the mountain.

Approximately..... $15.00

## GRADE V

Arabian Nights. *Arabian Nights Entertainments* (Windermere Series).....Rand ..... $ 1.75
"You can go on a voyage with Sinbad, the sailor; or read of the adventures of Aladdin and the wonderful lamp, or of Ali Baba and the forty thieves."

Kipling, Rudyard. *Jungle Book*.....Doubleday .... 2.00
Telling of Mowgli, the child of the Jungle, how he lived and hunted with the wolf pack and killed the terror of the jungle, Shere Kahn, the lame tiger.

Pyle, Howard. *Some Merry Adventures of Robin Hood* (Scribners' Series of School Readings) .....Scribner's ..... .76
You will rush with Robin Hood from one of these adventures to the next and be as merry as he.

Spyri, Johanna. *Heidi* (Illus. by Marguerite Davis) .....Ginn ..... .84
Heidi lived in the Swiss mountains where she herded goats and had many happy experiences with her friend Peter and a little girl from the city.

Approximately..... $ 5.00

*If you have more money add these books to above list:*

Alcott, L. M. *Jack and Jill* (Little Women Ser.) .....Little ..... $ 1.50
"How Jack and Jill were hurt coasting and what happened when they were getting well."

McLeod, Mary. *Book of King Arthur*.....Stokes ..... 2.50
"This book treateth of the birth, life, and acts of King Arthur and his noble Knights of the Round Table."

Wyss, J. D. *Swiss Family Robinson* (Wash. Square Ser.) .....Macrae ..... 1.50
Robinson Crusoe, when he lived on his desert island, made his home in a cave, but this shipwrecked family built an enchanting house up in a tree.

Approximately..... $10.00

*If you have more money add these books to lists above:*

Chisholm, Lucy. *Golden Staircase*.....Putnam ..... $ 2.50
"Here are two hundred poems and verses for boys and girls who wish to climb the two hundred steps of this golden staircase with merriment, beauty, and heroism along the way."

Haskell, H. E. *Katrinka*.....Dutton ..... 2.00
Story of a little Russian peasant girl whose parents are sent to Siberia. She dances her way to success and finally gets what she longs for.

Schultz, J. W. *Sinopah* (School Ed.).....Houghton .... 1.00
"True story of a Blackfoot Indian boy; how he got his name; of his escape from a herd of buffalo, and of his life among his play fellows."

Approximately..... $15.00

## GRADE VI

Alcott, L. M. *Little Women* (Beacon Hill Bookshelf) .....Little ..... $ 2.00
Happy home life of four girls—Meg, Jo, Beth and Amy, drawn largely from the girlhood of Miss Alcott and her sisters.

Seton, E. T. *Wild Animals I Have Known*...Grosset ..... .75
Stories of Raggylug who was saved from a snake; of Lobo, the greatest wolf of all; of the wild mustang who preferred death to capture.

Squier, E. L. *Wild Heart*.....Cosmopolitan.. 2.00
"The story of a little girl, her brother and the little wild friends near their home on Puget Sound."

Twain, Mark. *Prince and the Pauper* (School Ed.) .....Harper ..... 1.00
By a strange accident the boy King Edward VI becomes the poor boy and the poor boy becomes the boy King, and they both have strange and exciting adventures.

Approximately..... $ 5.00

*If you have more money add these books to above list:*

Colum, Padraic. *Children's Homer* (School Ed.) .....Macmillan .... $ 1.20
"As you journey with Odysseus, you will hear of his visit to the home of Circe the enchantress; of his meeting with the giant Polyphemus and of his long wanderings."

Dodge, M. M. *Hans Brinker* (New Junior Lib.) .....Rand ..... 1.75
"The story of a race on the ice for a pair of silver skates, and of how a Dutch boy, through his courage and devotion, is able to restore his father's health.

Grahame, Kenneth. *Cambridge Book of Poetry for Children*.....Putnam ..... 1.75
Poems of fairyland and dreamland, of heroes and knights, of green seas and sailor-men.

Hooker, F. C. *Prince Jan*.....Doubleday .... 1.75
Prince Jan proved himself as great a hero as any of his ancestors who had saved the lives of travelers in the Swiss Alps.

Approximately..... $10.00

*If you have more money add these books to lists above:*

Eggleston, Edward. *Hoosier School Boy* (Scrib. Ser. for Young People).....Scribner's ..... $ 1.00
"School life in Indiana about 1850. Jack Dudley meets many adventures in his attempt to get an education in the school at Green Bank."

French, H. W. *Lance of Kanana*.....Lothrop ..... 1.25
Though despised by his own people as a coward, Kanana proves himself a hero when he alone saves them from their enemies.

La Ramé, Louise. *Dog of Flanders* (Children's Classics) .....Lippincott .... .75
"The story of little Nello and his big dog, Patrasche, and of their hard journey at Christmas time to see the pictures of Rubens in the great cathedral."

Moon, Grace. *Ch-i-wee*.....Doubleday .... 2.00
Adventures of a real little Indian girl with Baba, the little white goat and Loki, the Navajo sheep boy.

Approximately..... $15.00

## GRADE VII

Kipling, Rudyard. *Captains Courageous*.....Doubleday .... $ 2.00
Harvey Cheyne, young, rich and spoiled, falls overboard from an Atlantic liner and is picked up by a fishing schooner. Here he learns that there may be adventure even in working for a living.

Skinner, C. L. *Becky Landers*.....Macmillan .... 2.00
Becky's father has been killed by the Indians and her older brother is their captive. Necessity has made her brave, resourceful and daring and she has many thrilling adventures during the Indian raids against Kentucky.

Twain, Mark. *Tom Sawyer* (School Ed.)....Harper ..... 1.00
Boys' pranks, their play at being pirates and robbers and their accidental discovery of a bona fide villain and his hidden treasure.

Approximately..... $ 5.00

*If you have more money add these books to above list:*

Lynn, Margaret. *Land of Promise*.....Little ..... $ 2.00
Janet's family emigrate from Ohio with the purpose of aiding the anti-slavery forces, and they are immediately in the thick of the struggle.

Masefield, John. *Jim Davis* (Golden Books).Mackay ..... 1.50
Jim detested the smugglers but they captured him. Thereupon adventures followed thick and fast with the coast guard and the night riders.

Teasdale, Sara. *Rainbow Gold* (School Ed.)..Macmillan .... 1.60
Here are Christmas carols, poems of fairies, gay minstrels and rhymes of Robin Hood.

Approximately..... $10.00

*If you have more money add these books to lists above:*

London, Jack. *Call of the Wild*.....Grosset ..... $ 1.00
A St. Bernard dog in the Klondike, and his final reversion to type when he obeyed the call of the wild and became the leader of a pack of wolves.

Terhune, A. P. *Lad; a Dog*.....Dutton ..... 2.00
One of the best dog stories.

Wiggin, K. D. *Rebecca of Sunnybrook Farm*
(Riverside Bookshelf) .....Houghton .... 2.00
Rebecca Rowena Randall goes to live with her aunts in Riverboro, and from that time life proves more exciting for the aunts and also for Emma Jane, Rebecca's best friend.

Approximately..... $15.00

## GRADE VIII

Meigs, Cornelia. *Pool of Stars*.....Macmillan .... $ 1.50
Story of a girl who gives up a trip to Bermuda with a rich aunt in order to get ready for college. She spends an interesting summer and makes a charming friendship with a boy her own age and an older woman.

Skinner, C. L. *White Leader*.....Macmillan .... 1.75
An Indian story both exciting and funny. It tells of the captivity of a pioneer lad among the Indians but also the strange adventures of Oomy, the turtle, and Susanna, the mink.

White, S. E. *Daniel Boone, Wilderness Scout*.Doubleday .... 1.75
An absorbing biography of the best scout who ever lived.

Approximately..... $ 5.00

*If you have more money add these books to above list:*

Hawes, C. B. *Mutineers*.....Little ..... $ 2.00
Sailing for China in 1809 was a hazardous venture, and young Ben Lathrop found himself in the midst of mutiny and pirates before the "Island Princess" came sailing back through the south seas to old Salem town again.

Moses, Belle. *Louisa May Alcott*.....Appleton ..... 1.75
An interesting life of the author of "Little Women."

Pyle, Howard. *Men of Iron*.....Harper ..... 2.00
How the lad Myles Falworth, became a true knight and by his brave deeds won back the fortune which his blind father had lost.

Approximately..... $10.00

*If you have more money add these books to lists above:*

Bill, A. H. *Clutch of the Corsican*.....Little ..... $ 2.00
A young American boy and his resourceful mother are held as British hostages in Verdun during the closing days of the First Empire. They escape and search long for the father who has been taken prisoner.

Morrow, H. W. *On to Oregon*.....Morrow ..... 1.75
Stirring tale of the boy pioneer, John Sager, who led his young brother and sisters over the long trail to Oregon. Kit Carson was John's hero and friend.

Wiggin, K. D., and Smith, N. A. *Golden Numbers* .....Doubleday .... 2.00
Poems for boys and girls about "Green Things Growing," "The World Beautiful," "The Fairy Songs and Songs of Fancy" and other subjects.

Approximately..... $15.00

*Children's encyclopedias.* An approved children's encyclopedia is an essential part of the book collection of the elementary school library. The problem of securing reliable sources of information has been pretty well solved, but the size of print which relates to the problem of eye-strain has not yet received due consideration.

The following titles have been selected from a published study [1] of children's reading:

1. Champlin, J. D.
*Young Folks' Cyclopedia* (Holt, $3.00 each Vol.).
A set of five volumes including:
Young Folks' Cyclopedia of Common Things.
Young Folks' Cyclopedia of Persons and Places.
Young Folks' Cyclopedia of Games and Sports.
Young Folks' Cyclopedia of Literature and Art.
Young Folks' Cyclopedia of Natural History.
These volumes are sold separately or in the set, and are inexpensive as compared with other works of a similar nature. They are interesting, well illustrated, and accurate.

[1] Terman and Lima. *Children's Reading.* New York, D. Appleton & Co., publishers, 1926.

2. Compton (Publisher).
*Compton's Pictured Encyclopedia.*
A set that is widely used among teachers, and has been found of great value from the fourth grade on. It is popular with children as the illustrations are excellent. The set makes a valuable addition to the home library. It is highly recommended by librarians and educators.

3. Grolier Society (Publisher).
*The Book of Knowledge.*
This is the best known of the children's encyclopedias. It has been revised many times and is now published in 20 volumes, the price differing with the style of binding. The astonishing popularity of these books proves that children are willing and eager to read material other than fiction, provided it is interesting in style and is profusely illustrated. These two requirements the *Book of Knowledge* fulfills. Other children's encyclopedias have been found more useful for teachers and parents, but children themselves generally prefer *The Book of Knowledge.*

4. Hill, Henry C.
*The Wonder Book of Knowledge* (Winston, $2.50).
A single volume published by John C. Winston, and sold at a reasonable price. This is a popular book with boys, and it deserves its popularity. It contains a little of everything from science to literature, and the articles are well written.

5. O'Shea, M. N. (Editor).
*The World Book: Organized Knowledge in Story and Picture* (Quarrie, $46.00).
One of the best of the children's encyclopedias. It comes in ten volumes, arranged carefully with regard to subject. The articles are interesting, clear and simple, without being childish.

*Magazines.* Ample provision should be made for a number of approved children's magazines. They should be selected so as to procure for pupils of

various ages, adequate treatment of a wide range of interesting, worth-while content. At the same time, stimulating stories, poetic appeal, and artistic features should be given due consideration. There is need for improvement in the field of children's magazines, but the judicious use of the best ones now available will contribute definitely toward the development of discriminating readers.

What magazines are now being provided in progressive elementary school libraries? Through a recent study, the writer can partially answer the question.

The table below, compiled from the reports of 25 large city schools, in different parts of the country, includes the names of magazines and the number of school libraries which subscribe for each one.

| | | |
|---|---|---|
| 1. | *National Geographic* | 16 |
| 2. | *Child Life* | 15 |
| 3. | *Youth's Companion* | 14 |
| 4. | *Nature Magazine* | 12 |
| 5. | *St. Nicholas* | 10 |
| 6. | *American Boy* | 8 |
| 7. | *Boys' Life* | 7 |
| 8. | *Popular Science* | 7 |
| 9. | *Popular Mechanics* | 7 |
| 10. | *American Girl* | 5 |
| 11. | *Current Events* | 3 |
| 12. | *Hygiea* | 3 |
| 13. | *Art* | 2 |
| 14. | *Asia* | 1 |
| 15. | *Music and Youth* | 1 |
| 16. | *Junior Home* | 1 |
| 17. | *Radio* | 1 |
| 18. | *John Martin's Book* | 1 |

NOTE: Several others were mentioned once.

The reader will doubtless be interested in knowing which of the above magazines are subscribed for by different libraries. Here are a few instances:

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| School "A" | x | x | x | x | x | x | x | x | | x | | x | | | | | | |
| School "B" | x | x | x | x | x | x | | x | | x | x | x | x | | | | | |
| School "C" | x | x | x | x | | | x | | x | x | x | | | | | | | |
| School "D" | x | x | x | | | x | | | | | | | | | | | | x |
| School "E" | x | x | x | x | | | | | x | | | | | | x | | | |
| School "F" | x | x | x | | x | x | x | x | | x | x | x | | | | x | | |

## SUGGESTIVE LIST OF MAGAZINES FOR AN ELEMENTARY SCHOOL LIBRARY

(Compiled by Teachers' Room, Seattle Public Library, 1928)

*American Girl.* Girl Scouts National Headquarters, 670 Lexington Ave., N. Y. $1.50 per yr. "For all girls—published by the Girl Scouts. Stories and articles of interest to girls. Includes articles on deportment, dress, etc. Also contests—such as camera contests—a letter page, etc.

*Boys' Life.* Boy Scouts' magazine. Boy Scouts of America. National Headquarters, 200 5th Ave., N. Y. $2.00 per yr. Official organ of Boy Scouts; adventure stories and articles of interest to growing boys. Very popular. Articles on making things, camp craft, etc., also prize contests.

*Child Life.* Rand, McNally, 536 S. Clark St., Chicago. $3.00 per yr. A general magazine for younger children, containing stories, poetry, contests, articles on things to do, etc. Well illustrated. A superior magazine for children.

*Everygirl's Magazine.* Magazine of the Campfire Girls. Mt. Morris, Ill. $3.00 per yr. Stories, articles, contests, etc., of interest to Campfire girls. Original story and poetry page.

*Everyland.* North Cambridge, Mass. $1.50 per yr. A monthly of world friendship for boys and girls. Geographic magazine for young readers; short, clear articles; profusely illustrated. Has department for correspondence between children of different countries.

*Illustrated London News* (Weekly). 172 Strand, London, W. C. An illustrated weekly of world current events.

*Junior Home.* D. C. Kreidler Co., 1018 S. Wabash Ave., Chicago. Stories and many good "things to do" suggestions. Also articles for parents. Ed. by M. V. O'Shea. For younger children.

*Merry-go-round.* Basil Blackwell, Broad St., Oxford. One shilling per copy. Good general English magazine for children, containing stories, poetry, articles on how to do things, competitions, etc. For children from 7 to 12 years.

*Music and Youth.* Boston. $2.00 per yr. Interesting articles on music and musicians, simple musical scores, etc. For children from 6th grade through Junior High School.

*My Magazine.* No. 22-25 Farringdon St., London, E. C. 1 shilling per copy. Deals with art, nature, history, etc. Includes some stories. Has many colored prints of famous paintings.

*National Geographic.* Washington, D. C. $3.50 per yr. An excellent magazine of interest to the whole family. Contains articles on a wide range of subjects, many of them by eminent scientists. Profusely illustrated by photographs and colored plates.

*Nature Magazine.* American Nature Assn., 1214 16th St., Washington, D. C. $3.00 per yr. Very good magazine for children 9 to 10 years or older. Interesting and authentic articles on all phases of nature. Includes such subjects as "How to care for dogs" as well as wild animals, birds, trees, etc. Useful in awakening child's interest in nature.

*Open Road.* The Tarbell Co., 248 Boylston St., Boston, Mass. $1.00 per yr. Popular stories for boys; articles on camp craft, etc.

*Our Dumb Animals.* Massachusetts Society for Prevention of Cruelty to Animals, 696 Washington St., Norwood, Mass. 10¢ per copy. Informative and interesting articles on animals, wild and domestic. Object: To promote kindness to animals.

*Popular Mechanics Magazine.* 200 East Ontario St., Chicago. $2.50 per yr. Very brief articles on ingenious mechanical devices, fascinating to the average boy (and his father). Profusely illustrated.

*Popular Science.* 250 Fourth Ave., N. Y. $2.50 per yr. Deals with science and mechanics of current interest and with current problems of the automobile, radio, etc. Articles slightly longer than in Popular Mechanics; scope slightly more general. Well illustrated.

*Radio News.* Experimenter Pub. Co., 53 Park Place, N. Y. $2.50 per yr. Everything about the radio told in simple language.

*St. Nicholas.* Century Co., 353 4th Ave., N. Y. $4.00 per yr. A monthly magazine for older girls and boys, containing many popular stories and articles, biography, etc. Has also a very live contest department and a page for little folks.

*Scientific American.* Scientific American Pub. Co., 24-25 W. 40th St., N. Y. $2.00 per yr. Authentic articles on popular phases of science, written so that the layman can understand. For older boys and girls.

*The Torch.* Camp Fire Girls, Seattle, Washington. Publication of the local Campfire.

*Youth's Companion.* Perry, Masson Co., 8 Arlington St., Boston, Mass. $2.00 per yr. A monthly paper for older boys and girls, containing short articles on current events, science, etc., as well as longer articles on science, biography, etc., and stories. Contains also a page for little children.

*Miscellaneous collections.* In addition to its book and magazine collections, the library should gradually acquire and organize for extensive use a variety of other materials. The size and organization of the school it serves as well as the training and vision of the librarian are determining factors. In some cases the library is headquarters for visual aids equipment such as stereographs and lantern slides. In one school system a screen is mounted at one end of the room and pupils are permitted to set up and operate the stereopticon as occasions arise.

Just as the adult demands the "Right Now" column in the daily newspaper, so the youth's desire for similar kinds of information must be satisfied. Newspaper and magazine clippings, pamphlets, and pictures carefully selected and filed can be made to function most advantageously in the varied activities of this department. What principal's office, upon the establishment of a library in the school, cannot yield a

wealth of circulars and pamphlets from reliable sources—Chamber of Commerce, Railroad and Steamship Companies, State Departments, National Bureau of Education, and numerous others? The progressive librarian keeps informed as to these sources and sees that the library is placed on the mailing list for the issues that are appropriate for its uses.

Wherever it is feasible, relations should be maintained with the public library and city or state museums through which temporary loans of exhibits are secured for extending and enriching the library's program of activities.

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*Elementary English Review.* "Rural School Library Service." Janet Hilman. October, 1925.

*Elementary English Review.* "The Children's Bookshelf," Elva Smith; "Some Recent Children's Books," Effie L. Power; "Favorites Among New Books," Clarissa Murdock. Includes booklists. June, 1926.

*Horn Book.* Bookshop for Boys and Girls, 270 Boylston St., Boston. Four times a year. $1.00.

# CHAPTER VIII

## READING GUIDANCE

Reading is the chief major activity of the library. It is awarded the lion's share of time and attention. Consequently, all possible supervisory knowledge and skill should be employed in providing the materials and conditions, through which desirable pupil abilities, skills and appreciations may be developed. The adequately stocked shelves of the school library imply the attainment of what one author has aptly termed the "reading adaptation." Now, it is in the refinement and mastery of various silent reading techniques that the library holds a strategic position. In the newer platoon schools of Seattle, Washington, the reading-library teacher is responsible for such treatment of formal reading as is found necessary. However, recent improvements in the teaching of reading in the primary grades tend to prepare capable, independent readers by the time they reach the intermediate grades. This situation enables the reading-library teacher to stress free reading of books and magazines, and to develop independent reading as fully as possible.

A survey of the library activities cited in Chapter II shows how varied are the reading exercises in which the pupils engage. These include reading for pleasure, reading to find answers to questions, reading to prepare

reports in the content subjects, reading to prepare for dramatization, etc., etc. How important it is that the librarian be familiar with the aims and methods of the modern reading program. In the elementary school she is dealing with small children whose reading powers can be greatly increased by intelligent direction in the library. This fact leads us again to suggest the propriety of training teacher-librarians for these positions. In the light of these assertions it is appropriate to include here a statement of the major objectives of the modern reading program.

*Reading objectives.* An authentic outline of present-day aims in reading is presented in the Twenty-fourth Yearbook of the National Society for the Study of Education, Part I. The objectives are as follows:

I. Rich and Varied Experience through Reading.
II. Strong Motives for and Permanent Interests in Reading.
III. Desirable Attitudes and Economical and Effective Habits and Skills.
   1. Important habits common to most reading situations.
   2. Habits of intelligent interpretation.
   3. Effective oral interpretation of selections to others.
   4. Skillful use of books, libraries, and sources of information.

The first two objectives are strongly related to the ultimate end of instruction in reading which "is to

enable the reader to participate intelligently in the thought life of the world and appreciatively in its recreational activities." Much of the third objective is directed toward the preparation of the individual for the realization of the first two. This aim is the immediate concern of the classroom with its program for the development of the fundamental reading habits—accurate and rapid recognition, wide span of recognition, correct eye movements, etc. We see, then, that the two aims represent desirable extensions and refinements of the reading program.

What is the school library's responsibility in this process? Should it be equipped and conditioned so as to contribute steadily toward these worthy outcomes? The answer is decidely affirmative. Indeed, is not this institution the very agency that is needed to remove the discrepancy that exists between our glibly stated ultimate aims in reading instruction and the actual conditions we have thus far provided for the attainment of these ends? The full-functioning school library is presumably a comfortable, inviting room. It is accessible not only to whole classes but to small groups and individuals. Its varied stocks of reading materials constantly appeal to the changing interests of its patrons. How important and significant in meeting both the present and future demands of our complex life!

*Determining reading emphases.* It is not enough that children read merely for pleasure or information. There must be intelligent supervision and direction of their reading. Indexes of speed and comprehension can be

ascertained from standard or informal reading tests given in the classrooms. By the use of the Stanford Achievement Test [1] the reading ages of pupils may be readily determined. The results will usually show a wide range in the reading ages of the members of the class, and hence suggest the need for skillful guidance in directing the work in reading. The series of tests prepared by Dr. Gates [2] are designed to show to what extent children have mastered certain technics in silent reading. The titles are suggestive of the nature of the tests. Here again the need for individualized instruction in reading is made apparent. Another vital type of information relates to the reading exposures in the home. What do the pupils read when free from the school's influence? In a recent study, the writer endeavored to find out what reading opportunities were offered in the homes of pupils enrolled in the platoon department of the Bryant School, Seattle, Washington.

The inquiry with a tabulation of the data for one of the classes follows:

8A CLASS—38 PUPILS

I. How many children of elementary or high school age in your home?

| *Number of homes* | *Number of children in family* |
|---|---|
| 5 | 1 |
| 13 | 2 |
| 15 | 3 |
| 4 | 4 |
| 1 | 5 |

[1] *Stanford Achievement Test.* Published by World Book Company, Yonkers-on-Hudson, New York.

[2] Gates, A. I. (1) *Primary Reading Tests;* (2) *Silent Reading Tests.* Published by Bureau of Publications, Teachers College, Columbia University, 1926.

II. For what young folks' magazines does your home regularly subscribe?

| *Magazines* | *Number of homes subscribing* |
|---|---|
| None | 17 |
| *American Boy* | 7 |
| *Boys' Life* | 7 |
| *Youth's Companion* | 4 |
| *National Geographic* | 4 |
| *Child Life* | 4 |
| *Nature Magazine* | 3 |
| *Wee Wisdom* | 1 |
| *Popular Mechanics* | 1 |
| *John Martin's Book* | 1 |

III. Which ones do you read regularly?

The pupils who take magazines claim to read them regularly.

IV. How many volumes of informational books (not in the nature of encyclopedias, suited to children's use does your home possess?

| *Number of volumes* | *Corresponding number of homes* |
|---|---|
| 50 | 1 |
| 45 | 1 |
| 23 | 1 |
| 20 | 1 |
| 9 | 1 |
| 8 | 1 |
| 6 | 2 |
| 5 | 2 |
| 4 | 3 |
| 2 | 8 |
| 1 | 1 |
| 0 | 12 |

V. How many volumes of story books, fiction, etc., suited to children's use does your home possess?

| *Number of volumes* | *Corresponding number of homes* |
|---|---|
| 75 to 150 | 4 |
| 50 to 75 | 6 |
| 25 to 50 | 7 |
| 15 to 25 | 15 |
| 10 to 15 | 3 |
| 0 to 10 | 3 |

VI. What encyclopedias or other reference works does your home possess?

| *Reference Works* | *Corresponding number of homes* |
|---|---|
| None | 5 |
| *Webster's International Dictionary* | 4 |
| *Encyclopedia Britannica* | 2 |
| *Compton's Pictured Encyclopedia* | 2 |
| *Book of Facts* | 2 |
| *The World Book* | 1 |
| *Our Wonder World* | 1 |
| *Book of Knowledge* | 1 |
| *Americana Encyclopedia* | 1 |
| *New Practical Reference Library* | 1 |
| *Universal Encyclopedia* | 1 |
| *Redpath's Encyclopedia* | 1 |

NOTE: Some did not answer.

VII. Is definite provision made for labeling and shelving the books so as to give the children a sense of personal ownership? If so, please explain your plan.

Fourteen replied that they have no plan. Here are typical answers from some of the other individuals:

1. The owner's name is put in the book.
2. I have a book case of my own.
3. We have our own books in our own bedrooms.
4. Each one has three shelves in which to keep his books.
5. At first we children had a special shelf but we got it filled up so now some of them are mixed with the adults' books.
6. All the books are together with the exception of the good books.

This is a community of small, recently built homes. The people are industrious and progressive, engaged chiefly in the skilled trades and other business.

It is apparent that the school and the public library must assume real responsibility in reading guidance if high standards are to prevail among its pupils. In this class of 38 pupils, 17 have no young folks' magazine to read; in 12 of the homes represented there are no informational books for children; in five homes there are no reference works.

A study of individual cases shows, of course, a wide range of reading opportunities from home to home. There is the boy with no magazines, and again the son of a professor in the near-by University who reads the *Youth's Companion, American Boy, Literary Digest,* and the *National Geographic Magazine.* The same is true of informational and standard reference books.

The following tables [1] give the result of a study in several Seattle schools of the kinds of magazines taken in the homes and of the number and kind of books read by pupils in the fifth and higher grades:

| | Per-Cent Circulation is of Population (Computed from Reeder's Study [2]) | Per Cent Circulation is to School Enrollment, Several Seattle Schools in 5th, 6th, 7th and 8th Grades |
|---|---|---|
| *Saturday Evening Post* | 2 | 34.3% |
| *Ladies' Home Journal* | 1.7 | 38.2% |
| *Pictorial Review* | 1.6 | 37.2% |
| *American Magazine* | 1.5 | 11.3% |
| *Woman's Home Companion* | 1.4 | 31.1% |
| *Cosmopolitan* | .9 | 9.9% |
| *Literary Digest* | .8 | 25.6% |
| *Country Gentleman* | .7 | 6.9% |
| *National Geographic* | .68 | 12.7% |
| *Red Book Magazine* | .66 | 14.6% |
| (Other magazines added to Reeder's study): | | |
| *Popular Mechanics* | | 13% |
| *St. Nicholas* | | 2.9% |
| *Nature Magazine* | | 2.5% |
| *American Boy* | | 13% |
| *Boys' Life* | | 8.1% |
| *Youth's Companion* | | 4.4% |

[1] Gist and King. *The Teaching and Supervision of Reading.* New York, Chas. Scribner's Sons, 1927. Chap. IV.

[2] Reeder, N. G., "Which States Read Most?" *School and Society,* 18 (August 25, 1923), 235-240.

AVERAGE NUMBER OF BOOKS READ PER MONTH FOR PERIOD OF FOUR MONTHS BY BOYS AND GIRLS IN SEVERAL SEATTLE SCHOOLS:

| | Fifth Grade | | Sixth Grade | | Seventh Grade | | Eighth Grade | |
|---|---|---|---|---|---|---|---|---|
| | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| Average .. | 2.95 | 3.25 | 5.07 | 2.89 | 5.1 | 3.95 | 5.15 | 3.6 |
| Range.... | 0 to 20 | 0 to 15 | 1 to 13 | 0 to 20 | 1 to 20 | 0 to 18 | 1 to 20 | 0 to 14 |

TABLE SHOWING PERCENTAGE OF EACH CLASSIFICATION OF BOOKS READ

| | Fifth Grade | | Sixth Grade | | Seventh Grade | | Eighth Grade | |
|---|---|---|---|---|---|---|---|---|
| | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| Travel ..... | 11.0 | 12.2 | 10.2 | 9.6 | 7.0 | 5.7 | 8.3 | 7.3 |
| Biography ... | 6.2 | 3.6 | 5.9 | 10.9 | 6.0 | 6.2 | 4.2 | 8.0 |
| Fiction ..... | 22.2 | 42.4 | 27.9 | 34.6 | 28.7 | 47.2 | 34.1 | 47.5 |
| Adventure ... | 24.3 | 17.4 | 24.3 | 14.5 | 22.1 | 17.0 | 16.6 | 14.3 |
| History ..... | 12.8 | 8.2 | 12.7 | 10.1 | 11.5 | 7.5 | 16.6 | 9.0 |
| Animal Stories | 18.9 | 13.2 | 12.4 | 12.6 | 11.9 | 8.9 | 9.0 | 4.9 |
| Information .. | 4.6 | 3.0 | 6.6 | 7.6 | 12.8 | 7.3 | 11.2 | 9.0 |

Quoting further from this book:

"This table indicates several interesting points:

1. The boys are more interested in books on travel than are the girls, although the difference is slight.
2. The girls seem to be reading biography relatively more than the boys.
3. The girls read more fiction than the boys.
4. While the boys read more stories of adventure than the girls, here again the interest is not widely different.
5. The boys are somewhat more interested in history than the girls.
6. The boys read more animal stories than do the girls.
7. The boys read slightly more books which are purely informational than do the girls. This interest is also slight. It has been found that troublesome boys are most interested in the informational type of reading.
8. Differences in interest are fairly constant between sexes in the different grades."

SHIFTING OF RANKS OF THE MOST IMPORTANT DESIRABLE QUALITIES IN DIFFERENT GRADES[1]

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **GRADE I** | | | | | | | | | | |
| About animals, etc. | Dramatic action | Interesting repetition | Interesting action | Dramatization | Fairy and supernatural | Kindness and faithfulness | Humor | Interesting characters | Interesting problems | Interesting information |
| **GRADE II** | | | | | | | | | | |
| Dramatic action | About animals, etc. | Fairy and supernatural | Interesting action | Interesting repetition | Kindness and faithfulness | Dramatization | Humor | Interesting characters | Interesting problems | Interesting information |
| **GRADE III** | | | | | | | | | | |
| Dramatic action | Fairy and supernatural | About animals, etc. | Kindness and faithfulness | Interesting action | Interesting characters | Dramatization | Interesting problems | Humor | Interesting repetition | Interesting information |
| **GRADE IV** | | | | | | | | | | |
| Dramatic action | Fairy and supernatural | Interesting characters | Kindness and faithfulness | Interesting action | Interesting problems | Humor | About animals, etc. | Dramatization | Interesting information | Interesting repetition |

[1] Uhl, W. L. *The Materials of Reading.* Silver, Burdett and Co., 1924. Pp. 116-117.

| Grade V | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Dramatic action | Interesting characters | Fairy and supernatural | Kindness and faithfulness | Interesting problems | Interesting action | Humor | About animals, etc. | Dramatization | Interesting information | Interesting repetition |
| **Grade VI** | | | | | | | | | | |
| Dramatic action | Interesting characters | Interesting problems | Interesting action | Humor | Fairy and supernatural | Kindness and faithfulness | About animals, etc. | Dramatization | Interesting information | Interesting repetition |
| **Grade VII** | | | | | | | | | | |
| Dramatic action | Interesting characters | Interesting problems | Interesting action | Humor | Kindness and faithfulness | Fairy and supernatural | About animals, etc. | Dramatization | Interesting information | Interesting repetition |
| **Grade VIII** | | | | | | | | | | |
| Dramatic action | Interesting problems | Interesting characters | Interesting action | Humor | Kindness and faithfulness | Fairy and supernatural | About animals, etc. | Dramatization | Interesting information | Interesting repetition |

*Reading guidance based on children's interests.* As far as practicable we should offer the "right book to the right child at the right time." Through a knowledge of child psychology and in the light of important scientific investigations, this worthy purpose can be realized probably in the majority of cases.

One extensive study of children's reading interests resulted in part in the tabulation of highly significant data which are here reproduced on pages 182-183.

From another source [1] we have a statement of the prevailing reading interests of typical boys and girls at successive age levels. Only brief excerpts of the given study are reproduced here:

PREVAILING READING INTERESTS OF TYPICAL CHILDREN

*Before five*.....Before the age of 5 years, nearly all children are read to. The books they own and show spontaneous interest in are mostly picture books. The chief interests.....are in jingles and nursery rhymes.

*Six and seven*.....still enjoy Mother Goose rhymes and picture books, but their chief interest is in the nature story—little books about the wind, the birds, animals, the trees and flowers.

*Eight*.....greatest interest in fairy tales.

*Nine*.....The interest in fairy tales often continues through the tenth year, although most children of 9 live more in the real world than in the world of fancy.

*Ten*.....Books of travel and stories of other lands now take on a most striking popularity. Many boys now begin to read books on invention and mechanics

[1] Terman and Lima. *Children's Reading.* D. Appleton & Company, 1926. Chap. V.

.....almost all ten-year-old children will read the narrative that recounts in simple style the lives of famous men and women. Myths are also enjoyed.....Legends, too, are read, and the legendary characters become very real.

*Eleven* .....Most boys of this age revel in series books—tales of adventure and mystery. Their interest in science and invention increases and interest in animal and nature stories drops off. Girls,.....read mostly stories of home and school life. They still retain an interest in fairy tales and fantastic stories.

*Twelve* .....reading interest approaches a climax of intensity.....especially the age of hero worship, when biographies and historical narratives are preferred. They (boys) also read many books bearing on inventions, mechanics, and the industrial processes. The big field.....is still adventure stories and tales of athletic prowess. Girls.....read mostly stories of home and school life. Girls of 12 like biography and they prefer the lives of women .....dawning interest in adult fiction.

*Thirteen* .....With boys, mechanical and scientific interests are now very marked.....turn to bird books, radio books, astronomy books.....The girl of 13 continues her excursions into adult novels. Her tastes are decidedly non-scientific and non-technical..... most noticeable thing is the development of her interest in poetry.

*Fourteen* .....specialized interests. Books are likely to give way to periodicals. Interest in technical mechanics becomes more prominent (with boys).....particularly fond at this time of jungle stories.

Girls show decided maturity of reading tastes..... for the most part they prefer adult books.....no longer go to the juvenile rooms.....still interested in poetry.

Children's interests embrace many additional phases which are worthy of careful study. Treatments of some

of the most vital ones are summarized in an investigation [1] with which all supervisors of children's reading should be familiar. These summaries throw light on such problems as,

1. The Amount of Independent Reading.
2. Children's Preference for Prose.
3. Types of Books.
4. Qualities that Determine Interest.
5. The Importance of the Physical Make-up of the book.

Conclusions derived from such studies should influence the selection of books for the library, which problem is treated in the preceding chapter.

*Suggestive outline and technics in reading.* The literature on reading technics is becoming extensive, and it behooves the teacher-librarian to study thoroughly its various phases. Even though the responsibility for the development of fundamental reading habits and skills and remedial measures may be vested in the classrooms or other departments, the individual in charge of the library has a wonderful opportunity for stabilizing and strengthening the more or less independent reading of the children who frequent the library.

The outline which follows is intended to suggest guiding principles and procedures which may prove

[1] Gray, William Scott. Summary of Investigations Relating to Reading. *Supplementary Educational Monographs,* No. 28, The University of Chicago, June, 1925.

helpful in developing greater power, resourcefulness, and appreciation in youthful readers. It consists of two main divisions, recreational reading and work type reading.

I. Recreational Reading.

This ranks first in importance among the various reading activities that go on in the library. In fact, the perpetuity of elementary school library service will probably depend mainly upon the manner in which this institution fosters and develops this type of reading. Among the characteristics of the recreational reading environment, these four are especially significant:

1. *Comfortable and attractive environment:*

A reading room equipped with tables and chairs has distinct advantages over the classroom furnished with desks in fixed rows. The tables can be arranged in various ways to secure desired grouping of pupils and for pleasing general effects. They also facilitate the appealing arrangement of books for ready reference and of periodicals for immediate use.

Window seats or cozy corners should be provided. Artistic reading posters and reading records as well as colorful plants add interest and attract children to the library.

2. *Accessibility of reading materials:*

The arrangement of available books, magazines, pamphlets, and clippings should receive thoughtful

consideration. A book lying title-up on the reading table makes a stronger appeal than when standing upright on the shelf among many others. Low shelving which places books within the child's reach is essential. Adequate classification of the available reading materials contributes definitely toward rendering materials accessible.

3. *Atmosphere of freedom:*

Recreational reading proceeds best in an atmosphere of freedom. Pupils should not be restricted to certain chairs or seats, provided they manifest due consideration for the rights of others. The liberty of browsing among the available reading materials and of choosing a book, magazine or other selection to read should be permitted.

4. *Guidance through suggestion, not constraint:*

Friendly suggestion is the method to be used in the recreational or free reading period. Such questions as, "John, how are you enjoying this book?" or "Would you like to serve on the reader's committee and examine these two new books?" represent a desirable, sympathetic approach. Such a statement as, "You liked .....; I believe you will enjoy ....., a similar book, even more," prepares the way for improvement in reading standards and tastes. Book reviews or reports have value but neither the spirit of compulsion nor constraint should obtain. The aim should be to keep these reports spontaneous and stimulating.

The environment for recreational reading suggested above has a twofold purpose: first, developing in individuals an abiding interest in books; second, leading them to find some of life's greatest satisfactions in reading.

*Technics in supervision of recreational reading.*

1. *Study the child's interests.* This is the logical point of beginning. Accept the child's initial interests without criticism and build upon these. The librarian should be guided by prevailing dominant interests at successive age-levels. This knowledge will facilitate the classification of the available reading materials so as to meet as consistently as possible the varied interests of the reader.

2. *Develop worthy tastes and standards.* Depend more upon friendly, sympathetic suggestion than upon repression and disapproval. Have patience. There are various ways to proceed. One teacher-librarian leads the children to build book ladders of quality in various fields of interest, e.g., in the case of adventure, the first book on the list is the one that has been enjoyed no matter how inferior. The next book is somewhat worthier but not necessarily satisfactory. In this manner the ladder is gradually built until the child discovers the richer joys of reading approved books.

What factors combine to make a book worthy, and how can the pupils cooperate in determining standards of excellence? This can and should be accomplished largely in an incidental way without causing the pupils to become conscious of tasks to be performed. An in-

centive devised by Dora S. Craig, a teacher-librarian in the Seattle schools, consists of point-cards which may be earned by the reader during a semester. Through book talks or discussions the pupils evaluate books in terms of style, information, quality of humor, illustrations, vocabulary, etc. Extensive comparisons are made which lead to greater skill in judging merit in the different phases. This teacher also uses to advantage "Readers Committees" whose responsibility it is to review new books and make preliminary reports on them as to author's style, interesting information, quality of print, illustrations, etc.

3. *Encourage re-reading of good books.* Through the improvement of recreational reading, the child gradually acquires the ability to get more pleasure and benefit from his reading. This can be tested frequently by re-reading books, thus gaining pleasures and appreciations that were missed previously.

4. *Develop intelligent reading of magazines.* Children should be encouraged to read and to browse among different kinds of magazines. In addition, there should be positive stimulation of interest and guidance in evaluating these sources of reading materials. Here is a suggestion: [1] "One eighth-grade teacher submitted several periodicals to 'trials' among the boys. These magazines were assigned to groups of boys who as attorneys defended the type of material and told the class of the fine points each contained. Following is the list of points advanced by one boy:

[1] Gist, Arthur S., and King, William A. *The Teaching and Supervision of Reading.* Chap. IV, pages 88-9. Charles Scribner's Sons. 1927.

"Boys' Life

"1. Convenient shape.
2. Cover varies and is artistic.
3. Cost low.
4. Best writers found.
5. Athletic stories.
6. Interesting mystery stories.
7. Camping stories.
8. Something for Boy Scouts.
9. Radio information.
10. Aeroplane stories.
11. World Brotherhood of Boy featured.
12. Children's puzzle sent in by children.
13. Wholesome children's jokes.
14. Humorous boys' stories.
15. Stories about future careers.
16. Reliable information.
17. Print clear.
18. Paper—good quality.
19. Stories and advertising material well arranged.
20. Material well classified as to arrangement.
21. Magazine seeks only reliable firms for advertising."

5. *Utilize audience reading.* Genuine audience reading is a highly refined phase, the chief aim being to stimulate thought and feeling in the listeners.

A unit of the revised curriculum in reading for intermediate grades of the Seattle schools, entitled Characteristics of Audience Reading, was completed in February, 1929. While the outline deals also with work reading, the whole unit is here presented especially as an interpretation of the functions and significance of audience reading.

CHARACTERISTICS OF AUDIENCE READING

Audience Reading—Stimulating thought and feeling in others. Audience reading implies three factors:

1. A message.
2. An audience to receive and to react to the message.
3. Someone to give the message.

1. A message:

The content of the message should be such that it appeals both to the reader and to the audience. This implies two considerations:

a. The reader has made his own choice or through guidance he has become vitally interested.

(1) He should become resourceful in selecting his messages. They may be favorite selections, parts liked best, funniest parts, most beautiful parts, parts containing pictures, or selections in dramatic form. Suitable materials may come in part from children's current magazines, reference books, and other sources of information, but especially from the great field of children's literature, both prose and poetry.

b. The interests and readiness of the audience have been taken into account.

(1) Audience reading situations are numerous and varied, and thus provide opportunities for many different kinds of messages. Most of these are read for enjoyment and for the development of appreciation. Here are two examples:

(a) (Grade 5)[1] "I have found a story in St. Nicholas which I thought very interesting. I am going to let Myrtle read a part of it to you. I want you to follow this story very carefully, and when Myrtle stops reading, I would like you to be ready to tell the rest of the story as you think it might end. We will check these with the real ending tomorrow, and see who was most nearly right."

(b) (Grade 6) Read aloud your favorite poem from Longfellow, Riley, Stevenson, or Field. Class will try to tell who wrote it, judging by types of poems already studied from the same authors.

(2) Some of these are informational in character.

(a) They may be current events relating to a topic of real interest to the group.

(b) The message may be a selection read to answer a question raised in class, such as: "Do peanuts grow on bushes?" "How is Japanese music different from American music?"

(c) Extracts may be read to clarify meanings or to defend a judgment. The following incidents illustrate opportunities for audience reading:

When reading the geography text the class had difficulty in understanding how the interior of

[1] Gist and King. *Op. Cit.* Chap. VIII.

Alaska was reached. A pupil brought in Gilman's "Alaska, The American Northland," and read to the class from the chapter on interior waterways. This cleared up the difficulties.

A statement was made that polar bears hibernate. This statement was challenged by some members of the class. The next day a pupil brought in Brehm's "Life of Animals" from which he read to try to prove his point.

(d) The messages may be material read to supply additional information in history, geography, science, music, or art. When studying "The Jester," by Franz Hals, pupils may supply additional information by reading to the class from Carpenter's "Great Pictures and Stories They Tell."

The content subjects are rich in material for audience reading. Most of the audience reading selections, however, should be read for enjoyment and inspiration. Pupils should develop an attitude of liking to read to others, and of liking to read the best.

Familiarity with the message on the part of the reader and the listeners, as in the case of a favorite poem, often affords a stimulating audience reading situation. Generally, however, the message should be unfamiliar or comparatively so to the listeners.

2. An audience to receive and to react to the message:

Audience situations must be secured if effective results are realized. This readiness may be secured by having material of interest to the listeners, as illustrated under 1–b.

The nature of the message will determine to whom it should be addressed.

The audience may be the entire class. When a class has been studying "Manufacturing in the Eastern States" a pupil may select for reading an article such as "Old and New Methods of Making Shoes."

At a school assembly, the theme of which is "The Joy of Giving and Doing for Others," a suitable selection to be read is the poem "Giving" by John Martin.

The unit of study may be inventions. One group may be reading about improved means of transportation, another about ways

of sending messages, and another about labor-saving devices in the home. Each group will then be ready to listen to interesting items read by members of the other groups.

A group may be preparing a dramatization of "The Mayflower Compact." The group will then be interested in hearing one of their number read descriptions of how the characters dressed at that period.

The manner in which the audience receives the message is significant. The reactions need not always manifest themselves outwardly through questions or discussions. They may be feelings or emotions unaccompanied by comment. One of the desirable outcomes is the stimulation of further reading suggested or induced by the given message.

3. Someone to give the message:

Responsibility for effective audience reading rests largely with the reader. He must be able to read in such a way that he can secure and hold the attention of his audience. A child reads a nature tale. His ability to interest his audience depends upon a number of specific abilities as the following:

a. He should appreciate the significance of the message he is to give; that is, he must thoroughly understand the meaning of what he is reading and feel the worth of the selection he has made.

b. The reader should have so adequately prepared the selection that he actually lives it as he reads it aloud. This mastery may have been attained through his own efforts or he may have had to be given help by his teacher, his parents or his classmates. As a result of this preparation, the reader expresses the thoughts of the author as though they were his own.

The feeling of the individual is manifested through proper emphasis and manner of phrasing.

c. His reading of the selection should reflect his own personal interpretation of its meaning. One child reading Robin Hood might make his audience feel that Robin Hood is a hero to be admired. Another might depict the same character as a daring leader, but a robber.

d. His manner of presentation should be pleasing. This implies good posture, clear enunciation and correct pronunciation.

The reader may well prepare his audience for listening by a brief introduction to arouse interest in what is to be read. Variety in introductions should be encouraged. The selection may be introduced through interest in the author, through the relation which it bears to a class or group project in the process of development, through its relation to phases of work in other subjects as in geography, through relating how the reader himself became interested. This cultivated expectancy will help the reader to secure the attention of his audience.

The characteristics of audience reading here set forth should result in more suitable choice of selections, better preparation on the part of the reader, and greater interest and appreciation from the audience.

NOTE: The author wishes to express his indebtedness to Charlotte Graham, Eugenie Pariseau and Ida Vetting, Seattle principals who, as members of the reading committee, assisted in preparing the material on audience reading and the recreational reading environment.

An artificial radio set-up may be made an effective device for stimulating good audience reading. In the upper reading room of B. F. Day School, Seattle, such a device consists of a small attractive platform near the front of which stands the microphone which was constructed in the school shops. A large poster reads:

S A R
Broadcasting
Station

"S A R" stands for *superior audience reading*. The pupils have posted their audience reading standards near the platform. As they attain these standards they are privileged to mount the platform to "broadcast" to the room. The platform is movable, hence can be

placed in other rooms or in the hall for special occasions.

## II. Work-type Reading.

*Guiding principles and suggestions.*

1. As contrasted with recreational reading, this type induces the work attitude. The reader seeks information, reads to grasp the organization of a selection, reads to evaluate materials, etc.

2. Certain oral reading situations are of the work type, as when one reads minutes of a meeting, announcements, news items, reports, etc. However, our concern is mainly with the varied technics of silent reading used in different work situations.

3. The teacher-librarian, having familiarized herself with the principal technics of work-type silent reading, should attempt to conceive the application of these practices to the reading materials in her department. On the shelves are varied materials from the fields of history, geography, science, invention, industry, travel, etc. The series of silent reading technics described below are intended to suggest the variety of skills and abilities that are required for successful reading in the different situations that may logically arise in a modern school library. None of these technics should be so dealt with as to suggest unpleasant tasks. They should be presented or developed in situations which suggest or require their use.

4. Skillful direction of work reading will include studious consideration of valuable concomitants that

should be attained. Some of the most important ones are these:

a. A sense of the advantages that accrue in locating material quickly and accurately.
b. A knowledge that careful organization results in efficiency in locating desired materials.
c. A consciousness and appreciation of the numerous sources of information.
d. A knowledge of the different ways of expressing thoughts and ideas.
e. Increasing power or resourcefulness in reading to solve various kinds of problems.
f. Mastery of desirable study habits.
g. Appreciation of the need for increasing one's vocabulary.
h. Increasing ability in evaluating statements.
i. Growth of power in organizing material for retention or memory of salient points.
j. An appreciation of the library as an organized collection or store of information.
k. The habit of suspending judgment and of withholding conclusions until sufficient data have been examined.
l. Courteous appreciation in the face of challenged statements or viewpoints.

*Technics in work-type reading.*

1. *Mastery of vocabularies.* The teacher-librarian will have opportunities to supplement effectively the various types of vocabulary training that have origi-

nated in the classrooms. Here are a few suggestions listed approximately in the order of their effectiveness in this work:

*a. Rich and varied experience through reading.* This is happily the principal means of vocabulary building. Wide experience increases the power to attach meanings to words, to interpret correctly.

*b. Meanings from contextual relationships.* Word meanings are determined by large thought units—phrases, sentences, and paragraphs. Consequently drills upon isolated words are wasteful of time and energy. Emphasize the total meaning situation in evaluating the word.

*c. Specialized vocabularies of content subjects.* In certain content subjects, the reader meets words and phrases that are peculiar to that subject.

As needed, their meanings should be grasped through phrase and sentence drills. Vocabulary tests may be used to advantage. Here are two examples: [1]

(1) *Arithmetic Vocabulary Test*

To the pupil: Explain in as few words as possible:

1. Sum.
2. Divisor.
3. Gain.
4. Dividend.
5. Difference.
6. Loss.
7. Multiplier.
8. Times.
9. Multiplicand.
10. Total.
11. Mixed number.
12. Denominator.
13. Numerator.
14. Remainder.
15. Product.
16. Quotient.
17. Subtrahend.
18. Improper fraction.
19. Minuend.
20. Invert.
21. Area.
22. Minus.
23. Circumference.
24. Diameter.
25. Rectangle.
26. Triangle.
27. Volume.
28. Graph.
29. Approximate result.
30. Decimal fraction.
31. Interest.
32. Average.

[1] Gist and King. *Op. cit.* P. 176-77.

*Geography Vocabulary Test*

To the pupil: Explain the meaning of the following words and terms in as few words as possible:

1. Inland seas.
2. Inlet of a lake.
3. Jungle.
4. Isthmus.
5. Limited monarchy.
6. Hemisphere.
7. Canyon.
8. Gorge.
9. Geyser.
10. Famine.
11. Dairying.
12. Irrigate.
13. Caravan.
14. Prairie.
15. Delta.
16. Bay.
17. Agriculture.

*d. Use of suitable dictionary.* Children's dictionaries are now available whose word definitions are intelligible to young readers. These should be available in the elementary school library. Many different kinds of lessons on the use of the dictionary may be used to advantage. Helpful suggestions are given in Chapter VI, in one section of the suggested course of study in library training. Below is a brief outline of a series of dictionary lessons taken from Gist's[1] *Elementary School Supervision:*

1. Rapid location of letters.
   a. Open dictionary as near a certain letter as possible, thinking first as to its place in the alphabet.
   b. Repeat until reasonably proficient.

2. Rapid location of words.
   a. Study "guide" words at top of page.
   b. Using first two or three letters of "guide" words,

[1] Gist, Arthur S. *Elementary School Supervision.* New York, Charles Scribner's Sons, publishers. 1926.

find out whether the desired word is on this page.

c. Drill upon use of "guide" words until no pupil is found looking in the context on the wrong page.

3. Shades of meanings.

a. Consider words having only slight difference in meaning, yet cannot be used synonymously as, trade, occupation, profession, position.

b. Find each word as quickly as possible.

4. Pronunciation of words.

a. Use words in common use but frequently mispronounced as, maintenance, gnarl, deaf, film.

b. Discuss in the order listed: (1) syllabication, (2) accent, (3) marking of letters.

c. See bottom of page for help with diacritical marks.

5. Pronunciation of proper names.

a. Give such words as, Essex, Agassiz, Albania.

b. If pupils attempt to find these words in the main context, point out the special section for such words.

6. Use of prefixes and suffixes.

a. Give words such as polygon, polytechnic.

b. Have children discover any similarity in the meanings of these words.

c. Find the similar parts of the words.

d. Acquaint children with the section in the dictionary containing prefixes and suffixes.
e. Drill with words, developing meanings by use of prefixes and suffixes.

7. Use of foreign words and phrases.

a. Teach use of special section containing such expressions as vive le roi, vox populi, etc.

8. Parts of speech.

a. Have pupils find pronunciation of the word "produce." Two, of course, are found.
b. Discuss abbreviations used with parts of speech. Observe that the part of speech often determines the pronunciation.

9. Other features. Make a list of other features contained in the dictionary. This brings out,

a. History of the English language.
b. Illustrated section.
c. Colored plates.
d. Flags of all nations.
e. Tables of weights and measures.
f. Foreign money.
g. Common abbreviations.
h. Special vocabularies used in golf, baseball, football, navy, music, radio, etc.

2. *Selecting main ideas.* This is a reading technic of great importance. Pupils come to the library in search of materials for a given problem. They must be trained

to pick out main points in paragraphs and longer units rapidly. A few training suggestions are here suggested:

a. Work from the whole paragraph or selection to its parts—"key" words and sentences.
b. Read the whole selection rapidly, marking the most important sentences.
c. In a series of running paragraphs,
   (1) Make and match suitable titles.
   (2) Find the word or words of greatest significance in each paragraph.
   (3) From several suggested titles, select the best one for the story.
   (4) Find the most important paragraph in the series.

3. *Outlining.* There are numerous occasions for this activity in the library. Children should be trained to grasp the organization of selections within their comprehension, sensing main topics and supporting details.

a. Match outline and selection from which it has been developed, reading parts of the selection to prove various topics in the outline.
b. Complete an outline by supplying the missing sub-topics.
c. Consider two selections, one of which is easily outlined, the other with difficulty. What makes this difference?
d. The main topics of the outline of a new selection are disarranged. Read the selection and arrange the topics in logical order.

e. As in reading for main ideas, which is a similar process, mark key sentences or thoughts during the first rapid reading of the selection.

4. *Skimming.* Rapid reading and abundant materials happily combine to place a premium upon skimming, a process which is viewed with apprehension by some. The reader should not be permitted to confuse skimming with hurried, careless, superficial reading. He should have a purpose, should be searching for definite information when engaged in skimming. Without training in this phase, the pupil who has to gather and evaluate materials from various sources is seriously handicapped in a well-stocked library. He must learn to select what he wants from a number of sources without reading irrelevant materials. A careful check-up on actual comprehension, following such exercises, will show how effectively the skimming was done.

Poor readers, slow in word and phrase recognition, cannot rise adequately to this kind of reading. Rapid but careless readers should be required to account for their findings.

*Reading in the content subjects.* The present tendency to harmonize achievement grades in reading with grades in history, geography and other informational subjects is auspicious. It indicates the attention reading teachers are now giving to the various skills that are required for successful reading in different fields. This problem is so well treated in the Twenty-

fourth Yearbook, N. S. S. E. Part I, Chapter V, that it will not be developed here.

The reader should refer to Chapter II, pages 14-15, for an outline of work reading technics for grades four, five, and six. These essential, graded technics are required to be taught to the point of mastery.

This treatment of reading guidance will be concluded with a brief series of work-type assignments [1] which suggest definite procedures in developing some of the skills involved in this field of reading.

### Silent Reading

1. (*Grade 4—finding materials relating to a given problem*):

Use of magazines ("A moth had issued from its cocoon, and interest was high").

Distribute the Nature Magazines. (We have three years' complete sets.) Find any picture or article that will help us to understand moths or their habits. If you find something particularly interesting, leave the magazine open at that page and be ready to report to the class tomorrow.

2. (*Grade 5—to understand problems in arithmetic*):

Take a sheet of paper and head it for reading. Turn to page 21 of your arithmetic. You will find some incomplete problems. Read each problem carefully to find what facts are given. You will find that no questions are asked. Supply a question for each problem,

[1] Gist and King. *Op. cit.* Chap. VIII.

numbering the questions as the problems are numbered in the book.

3. (*Grade 5—to get main points*):

(a) "Queer Customs of Topsy-Turvy Land," Carpenter's *Asia,* page 197. Read this article carefully through once. When you have done this close your book and write down facts which you might use as an outline in giving your report. When you have finished, quickly glance over your story and make note of any main points which you have omitted, or correct any mistakes in facts which you have made in your first outline. Those finishing their outlines sooner than others, make a list of things which you remember in your reading which are "topsy-turvy" to us. See who can tell the greatest number to the class.

4. (*Grade 6—to get main points*):

(a) *The Eskimo,* page 5, third paragraph. Nearly all the Eskimos live along the seashore where they can catch fish, seals, and walrus. The seal is the greatest wealth the Eskimo has. The seal eats fish and keeps warm in the ice-cold water because he has a coat of soft, fine, water-proof fur, and under his skin a thick layer of fat. Seal meat is bread to the Eskimo. He cooks with seal fat and makes clothes, boats, and tents of sealskin.

Here are three statements telling what the above paragraph is about. Put a cross after the one which you think best indicates the chief idea the author is trying to convey.

The wonderful coat of the seal.
The value of the seal to the Eskimo.
The place where the Eskimo lives.

5. (*Junior High School—to comprehend organization of a selection*):

Step I. Chapter IV of *Columbus* may be outlined under three main headings. When I read it I found that main heading "A" fell within the first four paragraphs. Check your book lightly so you will know exactly what to read to find "A." (Same directions for "B" and "C".) Read silently the first seven paragraphs to find the headings "A" and "B." When you are through we shall compare headings and try to find which are best for our outline on the board.

Step II. We are now reading for the points which build up the idea suggested in the main headings. Since there are four paragraphs under "A" we might reasonably expect four points, and that they would most likely be found in the opening sentences. Study the opening sentences of each paragraph to find out whether it seems to be a problem or topic sentence. Then study the remainder of the paragraph to see whether it tells more about the subject introduced in the opening sentence. After we have filled in these points in our individual outlines we shall compare and judge to find the best ones to fill in our outline on the board.

Step III. Prepare talks using the outline as a basis. One child may take "A," another "B," etc. Keep your outline in mind but do not memorize your talk. Choose

some words now that it may help to practice on to help us speak more plainly when we give the talk.

### Oral Reading

1. (*Grade 4—to give information*):

The class had been in doubt as to how the first dikes were made in Holland without being broken down by the sea. The first one to find the information read it to the class. (The answer was found in Parker-Barrows "Journeys in Distant Lands.")

2. (*Grade 5—directions for playing a game*):

We need a game to play with our volley ball. Group III has charge this week. Your captain has the book of games and the Physical Training Manual. You may each choose a game and read the directions for playing it to the class. The room will vote on the one we like best.

3. (*Grade 5—selecting news items*):

Be prepared to read to the class any news items from the daily paper in connection with our work on China and Japan. You may have three days to look for an article which you think we can understand and enjoy the best.

4. (*Grade 6—to give information*):

Since we have all become so interested in feudal customs and ways of living, let us see what extra information we can find for the benefit of our classmates.

Group I will find some material on the front table about clothing; Group II about customs, and Group III about the tournament. Bring to class tomorrow the selection you think gives the best information about your particular topic. Be ready to read it aloud and explain its meaning, if necessary, to your classmates. You will be judged by the value of your contribution. Bring selections from home or the library if you find ones of interest to the class.

"The primary purpose of reading in school is to extend the experience of boys and girls, to stimulate their thinking powers, and to elevate their tastes. The ultimate end of instruction in reading is to enable the reader to participate intelligently in the thought life of the world and appreciatively in its recreational activities." (*Twenty-fourth Yearbook,* Part II, N. S. S. E.)

The elementary school library occupies a strategic position with respect to the development and maintenance of a successful reading program. A primary purpose throughout this study has been to present the library as an indispensable factor in conditioning good reading on the part of children.

THE LIBRARY AT WORK reveals at once the prominent place accorded to different types of reading.

HOUSING, FURNITURE, AND EQUIPMENT directs our thinking largely toward the problem of making children comfortable, happy, and comparatively free in attractive surroundings.

THE SCHOOL LIBRARIAN is concerned mainly with

the problem of skillfully exposing the child to the wealth of reading materials under her direction.

ORGANIZATION AND ADMINISTRATION, whether we consider external or internal aspects, deal largely with the problems of assembling and organizing reading materials for effective uses.

PRINCIPLES AND PROCEDURES IN LIBRARY TRAINING emphasize the importance of training young children to use effectively and economically the accessible sources of information.

THE SELECTION OF LIBRARY MATERIALS AND READING GUIDANCE deal directly with phases of the reading problem.

In conclusion, it is again suggested that all these factors—comfort, freedom, attractive environment, skilled leadership, organization, administration, and materials, should be so ordered and managed as to cause the library to function as the heart of the school.

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# CHAPTER IX

## MEASURING LIBRARY EFFICIENCY

The practice of scientific method in education has resulted in the wide use of objective standards. Physical and mechanical features can readily be itemized for specific evaluation and even the more involved or subtle factors, such as attitudes and appreciations, can be brought into better alignment for consideration. This tendency is to be strongly encouraged provided the users of such devices fully appreciate their limitations as well as their merits. For example, in the use of a scale for the elementary school library, the item "Reading guidance exercised through suggestion rather than through repression or constraint" is more difficult to estimate although much more important than the item "Ceiling, white or ivory white," which is strictly physical and easily rated.

*Elements of the proposed scale.* The scale which is developed in this chapter is organized under seven main headings. In this way attention is directed toward the consideration of points of major importance including the main objectives as set forth in Chapter I. The following outline shows the organization of the scale:

I. Housing, Furniture, Equipment.
II. Personnel, Materials, Library Budget.

III. Activities and Conditions with Special Reference to the Attainment of the Objective: To develop appreciation for and love of various kinds of good literature.

IV. Activities and Conditions with Special Reference to the Attainment of the Objective: To develop effective habits of reading for pleasure, for information, and for study.

V. Activities and Conditions with Special Reference to the Attainment of the Objective: To develop skill and resourcefulness in the use of various library facilities.

VI. Activities and Conditions with Special Reference to the Attainment of the Objective: To develop proper habits of care and respect for library materials.

VII. Miscellaneous Considerations.

## A SCALE FOR MEASURING THE EFFICIENCY OF AN ELEMENTARY SCHOOL LIBRARY

NOTE: Statements and phrases as given represent desirable standards.

| | Superior | Good | Poor | Remarks |
|---|---|---|---|---|
| I. HOUSING, FURNITURE, EQUIPMENT: | | | | |
| 1. Location of main library. | | | | |
| a. Centrally located with entrance direct from main corridor.... | | | | |
| b. Readily accessible to majority of pupils who will use it most.. | | | | |
| 2. Capacity (School of 500 or over). | | | | |
| a. Accommodates one whole class (40 pupils) with additional space for individuals or small group..... | | | | |
| 3. Lighting. | | | | |
| a. If no skylights, width restricted so that window lighting is effective ..... | | | | |
| b. Glass area 1/6 to 1/4 floor area ..... | | | | |
| c. Semi- or indirect lighting with fixtures hung sufficiently low.. | | | | |
| 4. Walls and ceiling. | | | | |
| a. Light grey or buff colors approved for walls..... | | | | |
| b. White or ivory white approved for ceiling..... | | | | |
| 5. Finish of woodwork and furniture. | | | | |
| a. Light colors preferable..... | | | | |
| b. Light oak excellent, but some others prove satisfactory..... | | | | |
| 6. Floors. | | | | |
| a. Cork carpet or heavy linoleum..... | | | | |
| 7. Shelving. | | | | |
| a. Library planned so as to leave all possible space for built-in book shelves, magazine rack, cupboards (consider radiators, pipes, thermostats, etc.)..... | | | | |
| b. Shelves for regular sections 3 ft. x 8 in. x 1 in..... | | | | |
| c. Five shelves per section, top shelf about 5 ft. from floor..... | | | | |
| d. Uprights solid. These with base and top flush with shelves.... | | | | |

A SCALE FOR MEASURING THE EFFICIENCY OF AN ELEMENTARY SCHOOL LIBRARY (*Cont.*)

| | Superior | Good | Poor | Remarks |
|---|---|---|---|---|
| 8. Tables. | | | | |
| a. Size 3 ft. x 5 ft. (standard) | | | | |
| b. Heights graded: preferably 24 in., 26 in., 28 in | | | | |
| c. Most of the tables arranged with ends parallel to wall admitting most light | | | | |
| 9. Chairs. | | | | |
| a. Light, strong, without arms | | | | |
| b. Heights of seats graded: 14 in., 16 in., 18 in., to match tables | | | | |
| c. Rubber tipped if wood floor | | | | |
| 10. Librarian's desk adapted to needs of given library. (Consider fig. 11, facing page 62, for small or medium size library.) | | | | |
| 11. Miscellaneous furniture and equipment. | | | | |
| a. Bulletin boards—portable plus one or two built-in | | | | |
| b. Catalog case. Adequate for present needs and plans made for normal expansion | | | | |
| c. Book supports. (Consider convenience and general appearance of book stacks) | | | | |
| d. Display case (to exhibit posters, book jackets, etc.) | | | | |
| e. Exhibit case (for museum specimens, etc.) | | | | |
| f. Charging trays—double wooden or in librarian's desk | | | | |
| g. Magazine rack—standard or built-in | | | | |
| h. Typewriter | | | | |
| i. Vertical file—suitable for pamphlets, pictures, clippings | | | | |
| j. Supplies—including especially adhesive mending tissue, binder, bone folder, book pockets, catalog cards, charging cards, file holders, drawing ink, pencil date holder, set of dates, punch, shellac, stamp pads | | | | |

| | Superior | Good | Poor | Remarks |
|---|---|---|---|---|
| 12. Librarian's workroom or alcove. | | | | |
| a. Large enough to accommodate work table with liberal space between this and surrounding shelves and cupboards | | | | |
| b. Available wall space used for shelving and cupboards. At least one section of wide shelving | | | | |
| c. Sink and running water | | | | |
| d. Workroom communicates directly with main reading room | | | | |
| 13. Conference or individual reading room or alcove | | | | |
| a. Has table and a few chairs | | | | |
| b. Communicates directly with main reading room | | | | |
| c. If separate room, glassed in so it can be supervised from main room | | | | |
| General Estimate for Part I | | | | |
| II. Personnel, Materials, Library Budget: | | | | |
| 1. The teacher-librarian. | | | | |
| a. Shows evidence of being a good teacher: likes children, knows child psychology, is skilled in control technic, knows children's literature, has pupils' confidence, is highly cooperative | | | | |
| b. Professional preparation (desirable standards): 16 semester hours as follows: | | | | |
| Book selection and allied topics for the school library—2 hrs. | | | | |
| Cataloguing, classifying, etc., for school library—2 hrs | | | | |
| Children's literature and story telling—2 hrs | | | | |
| Field work—children's rooms, school libraries—2 hrs | | | | |
| Library work with children—2 hrs | | | | |
| Methods of teaching the use of the library—2 hrs | | | | |
| Reference and bibliography for the school library—2 hrs | | | | |
| The place, function, administration, and opportunity of the library in the modern school—2 hrs | | | | |

| | Superior | Good | Poor | Remarks |
|---|---|---|---|---|
| 2. Materials. | | | | |
| a. Book collection. | | | | |
| (1) Adequate—two or more books per pupil if home circulation is planned | | | | |
| (2) Varied—All classes of children's books represented | | | | |
| (3) Quality—standard editions purchased | | | | |
| b. Magazines. | | | | |
| (1) A wide variety of approved ones regularly subscribed for | | | | |
| c. Pictures, photographs, clippings, pamphlets abundantly supplied | | | | |
| d. Slides, stereographs adequate and well organized for use | | | | |
| 3. Library budget. | | | | |
| a. Amount: 20 to 30 cents per pupil annually | | | | |
| b. How raised: By regular appropriation as for any other item of expense (best plan). Otherwise, budget raised by individual school wholly or partially | | | | |
| General Estimate for Part II | | | | |
| III. Activities and Conditions With Special Reference to the Attainment of the Objective: | | | | |
| *To develop appreciation for and love of various kinds of good literature.* | | | | |
| 1. Comfortable and attractive environment. (Consider arrangement of furniture, cozy corners, flowers, growing plants, etc.) | | | | |
| 2. Accessibility of library materials emphasized | | | | |
| 3. Most of the pupils have formed the habit of withdrawing books for home reading | | | | |
| 4. Reading guidance. | | | | |
| a. Spirit of freedom prevails during recreational reading | | | | |
| b. Guidance exercised through suggestion rather than through repression or constraint | | | | |
| c. Reading age of the child carefully considered | | | | |
| d. Reading age of books definitely known | | | | |
| General Estimate for Part III | | | | |

| | Superior | Good | Poor | Remarks |
|---|---|---|---|---|
| IV. Activities and Conditions With Special Reference to the Attainment of the Objective: *To develop effective habits of reading for pleasure, for information, and for study.* | | | | |
| 1. Recreational reading. | | | | |
| a. Pupil self-direction in evidence. Little time wasted in selecting book and settling down. Pupils absorbed in reading..... | | | | |
| b. Many pupils (grade 5 and above) include informational books in their recreational reading..... | | | | |
| c. Many pupils (grade 5 and above) organize some reading with reference to large topics of interest..... | | | | |
| 2. Work reading—Children show power to read and study effectively in preparing various assignments in history, geography, science, etc. Some essential technics are as follows: | | | | |
| a. Grade four. | | | | |
| (1) Reading to answer questions..... | | | | |
| (2) Following simple directions..... | | | | |
| (3) Selecting main points..... | | | | |
| (4) Reading to solve problems..... | | | | |
| (5) Reading to draw inferences..... | | | | |
| (6) Summarizing ..... | | | | |
| b. Grade five. | | | | |
| (1) Additional power in abilities listed for grade four with materials at fifth grade level..... | | | | |
| (2) Selecting main points and supporting details..... | | | | |
| (3) Outlining ..... | | | | |
| (4) Collecting supplementary material and comparing this with original material ..... | | | | |

| | Superior | Good | Poor | Remarks |
|---|---|---|---|---|
| c. Grade six. | | | | |
| (1) Increase in power as to abilities listed for grades four and five | | | | |
| (2) Generalizing | | | | |
| (3) Skimming | | | | |
| (4) Discovery of new or supplementary problems related to materials studied | | | | |
| d. Grades seven and eight. | | | | |
| (1) Increase in power as to abilities listed for grades four, five and six | | | | |
| (2) Readers show skill in selecting and evaluating materials read | | | | |
| General Estimate for Part IV | | | | |
| V. Activities and Conditions With Special Reference to the Attainment of the Objective: | | | | |
| *To develop skill and resourcefulness in the use of various library facilities.* | | | | |
| 1. Parts of the book (Grade three and above). | | | | |
| a. Title page: Pupils can find author's name, title of book, copyright date | | | | |
| b. Table of contents: Pupils use it and appreciate its value | | | | |
| c. Preface and index (Grade four and above). Pupils can find these quickly and know their functions | | | | |
| 2. Use of dictionary (Grade five and above). | | | | |
| a. Pupils use "guide" words in locating words rapidly | | | | |
| b. Pupils are familiar with special features of the dictionary as: Flags and arms of nations, proper names, colored plates, foreign names and phrases, common abbreviations, special vocabularies | | | | |
| c. Pupils can use dictionary intelligently in learning pronunciations | | | | |

| | Superior | Good | Poor | Remarks |
|---|---|---|---|---|
| 3. Arrangement of books in library (Grade four and above). | | | | |
| a. Fiction. Pupil can find book when given author's name..... | | | | |
| b. Pupils can locate books on special subjects as: fairy tales, history, travel (Grade five and above)..... | | | | |
| c. Pupils can find biography books when given surname of person written about ..... | | | | |
| 4. Arrangement by subject (Grades six and above). | | | | |
| a. Pupils know reasons for arranging books by subjects..... | | | | |
| b. Classification: Children are gradually gaining appreciation of the value of class numbers..... | | | | |
| c. Children can find books on shelves when given call numbers.. | | | | |
| 5. Catalog (Grades seven and eight). | | | | |
| a. Pupils know why cards are used..... | | | | |
| b. Pupils know the three kinds of information the card catalog affords (author, title, subject)..... | | | | |
| c. Pupils can distinguish among author cards, title cards, subject cards ..... | | | | |
| d. Pupils can use card catalog intelligently in locating desired information ..... | | | | |
| e. Pupils can use annotated book lists intelligently..... | | | | |
| 6. Encyclopedia and World Almanac (Grades seven and eight). | | | | |
| a. Pupils can find a subject or topic quickly in encyclopedia..... | | | | |
| b. Pupils can find a topic quickly in World Almanac..... | | | | |
| c. Pupils know the main characteristics of the encyclopedia and World Almanac ..... | | | | |

| | Superior | Good | Poor | Remarks |
|---|---|---|---|---|
| 7. Miscellaneous. | | | | |
| a. Children show initiative and skill in searching for required reference materials. Little time is wasted | | | | |
| b. Pupils call upon the librarian for help only when it is really needed | | | | |
| c. Pupils can escort a visitor about the library and promptly identify and explain the more common facilities | | | | |
| General Estimate for Part V | | | | |
| VI. Activities and Conditions With Special Reference to the Attainment of the Objective: | | | | |
| *To develop proper habits of care and respect for library materials.* (All Grades) | | | | |
| 1. Care of books. | | | | |
| a. Shelving: Pupils place books right side up and backs out | | | | |
| b. Pupils use shelf-labels in finding books | | | | |
| c. Clean hands is the (applied) rule | | | | |
| d. New books are opened correctly | | | | |
| e. Pages are turned by upper right hand corner | | | | |
| f. Books are properly taken from shelves and returned to shelves | | | | |
| 2. Orderliness. | | | | |
| a. Pupils exercise care in helping to keep the library in good order: chairs, tables, magazines, etc | | | | |
| 3. Miscellaneous. | | | | |
| a. There is evidence of pride in an attractive, well-kept library. Furniture and materials respected, free from needless marks and scratches | | | | |
| General Estimate for Part VI | | | | |

| | Superior | Good | Poor | Remarks |
|---|---|---|---|---|
| VII. Miscellaneous Considerations: | | | | |
| 1. There is clear evidence of close interrelationship between the library and other departments of the school. (Consider classroom assignments for library reading, free use of the library for individuals and small groups, an active teacher's table in the library, time schedules for additional use of the library, provision for conferences with teachers, extent to which the conference room or alcove is used.) | | | | |
| 2. Contacts with public library. | | | | |
| a. Public library is utilized as fully as possible; additional books supplied, library experts regularly called upon for assistance of various kinds | | | | |
| 3. Contacts with city museum. | | | | |
| a. Helpful exhibits secured and arranged to best advantage | | | | |
| 4. Pupil appreciation of the library. | | | | |
| a. Pupils are courteous and considerate of the rights of others | | | | |
| b. Pupils exercise self-control in entering and leaving the library | | | | |
| c. Routine regulations are duly observed | | | | |
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